

**THE NEW JERSEY
TEACHER QUALITY INITIATIVE:**
Building on Standards-Based Reforms

A Proposal from the State of New Jersey
To the United States Department of Education Teacher
Quality Enhancement Grants Program
Title II, Higher Education Act

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TABLE OF CONTENTS

ABSTRACT

SECTION I: NARRATIVE	PAGE NUMBER
I. New Jersey's Teacher Quality Enhancement Project Design.....	1
A. Systemic Change in Preparing Future Teachers Through Partnership	
B. Government and Business Community Commitment	
C. Project Goals and Performance Objectives	
D. Enhancing Systemic State Programs	
E. Assuring Diversity of Perspective for Teacher Quality Project	
F. Research and Effective Practice Reflected in Program Design	
II. Significance.....	34
A. Promising New Strategies	
B. Project Outcomes	
C. Institutionalizing the Project	
D. Replicability	
III. Quality of Resources.....	42
A. Support Available to the Project	
B. Budget Costs That Are Reasonable and Justified in Relation to Project Design	
C. The Matching Share of the Budget Costs Demonstrates Project Completion Commitment	
IV. Management Plan.....	45
A. How the Management Plan Achieves Project Goals	
B. Adequacy of Procedures to Provide Feedback	
V. Statutory Provisions.....	51

SECTION II: BUDGET55

Section A
Section B
Line Item Budget
Budget Narrative

SECTION III: APPENDICES74

A Work Plan
B. Evaluation Plan
C. Job Description
D. References for Research

ABSTRACT

The goal of New Jersey's Teacher Quality Enhancement project is to increase the achievement of P-12 students by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent and aligned with state and national standards. New Jersey's Governor, James E. McGreevey has made education a cornerstone of his administration and has demonstrated his support for this priority by appointing and meeting regularly with Advisory Groups and Task Forces and by convening a statewide Summit on Professional Standards for Educators.

New Jersey's proposal for enhancing teacher quality collates three program strands: the redesign of teacher preparation programs in institutions of higher education to align with adopted standards; the strengthening of the alternate route program through the establishment of standards and piloting of a preservice education component that could become a requirement for a provisional teaching license; and the retention of well-prepared teachers through a strong, criterion-based mentoring support program facilitated by trained mentors.

As one of fifteen State Action for Education Leadership Project (SAELP) states in the country, New Jersey is poised to assume a leadership role in demonstrating a comprehensive and coherent alignment of state policies and practices critical to the success of standards-based education reform efforts. The New Jersey State Board of Education is currently reviewing the licensing code and is prepared to move forward with the adoption of standards in the areas of teaching, leadership and program approval to complement and complete the work begun with the adoption of the Core Curriculum Content Standards.

New Jersey's proposal answers Education Secretary Rod Paige's call to "radically transform state teacher certification systems" to promote higher achievement for all students.

SECTION I. NARRATIVE

I. NEW JERSEY'S TEACHER QUALITY ENHANCEMENT PROJECT DESIGN

Introduction

New Jersey is a state with great promise, great diversity, and great challenge. In the wake of the September 11, 2001 tragedy, which strongly affected our citizens, we are more cognizant than ever that every person counts and that a well-educated populace is essential for solving the unprecedented challenges we continue to face in a complex and even threatening global society. It takes high quality teachers to prepare well-educated citizens. Facing this challenge, New Jersey's policymakers, institutions of higher education, local school districts, professional education associations, business and industry, and families and communities are working together to ensure that our state's children receive the best education possible from the best teachers possible. This means that teacher education programs need redesign to reflect both current trends and future needs.

The vision for New Jersey's Teacher Quality Enhancement Program is that all New Jersey teachers will have the knowledge, skills and support needed to ensure that all children can learn at high levels. Within this proposal, a comprehensive plan is outlined to improve teacher education and induction in this state and thus to better prepare New Jersey students for the challenges of the new century. The plan builds on a decade of systemic reform of education in the state. It also builds on the deep commitment of New Jersey's new administration to build on those past efforts and accelerate the state's school improvement initiative through an ongoing aligned, systemic and standards-based reform effort to enhance teacher quality.

New Jersey, like many states across the nation, has perhaps never before experienced such a need for well-prepared teachers. With the retirement of the baby boom generation and the

implementation of rigorous Core Curriculum Content Standards for all students, quality teachers are in demand.

A recent study done by the New Jersey Education Association indicates that over eight percent of our teacher workforce left in the period of 1999-2000 with over 30 percent of New Jersey's novice teachers leaving in the first five years on the job. In a survey of over 3,500 New Jersey teachers, it was found that many novice teachers leave because of the lack of support and opportunity to learn. New Jersey's proposal will lay out a teacher quality program that will hopefully stem the tide of early leavers by preparing and supporting new teachers in better ways.

Historical Perspective of Teacher Quality Reforms to Date

Over the last decade, New Jersey has implemented a number of key reforms to policies across the continuum of teacher practice including changes in preparation programs and licensure, and new induction and professional development requirements.

In the area of licensure reform, New Jersey has made significant strides to assure teachers are adequately prepared before gaining permanent licensure. In the early nineties, the State created a two tiered licensure structure requiring that a teacher candidate first be provisionally certified, with permanent certification gained only after the successful completion of an induction phase. New Jersey's induction program is New Jersey's first step in providing the needed support for novice teachers through the first two years of practice.

New Jersey was also one of the first states to institute an alternate route to certification in the mid-eighties. It was proposed, in fact, at a time when traditional programs were coming under great attack because of the perceived weakness of many college programs. The alternate route was an element of a comprehensive effort to strengthen teacher education programming by placing greater emphasis on content preparation. The State Board of Education heightened the

licensure requirements, mandating that all candidates have an academic major and a strong liberal arts background. It is interesting to note that the alternate route, originally proposed to draw talented candidates with a strong academic background into teaching, has also proven to be a source of new and diverse candidate pools including many mid-career professionals and minority candidates. A densely populated state with many high need urban districts, New Jersey's alternate route plays a key role in the recruitment of strong minority teaching candidates. The alternate route currently accounts for nearly a third of New Jersey teachers.

As part of the effort to place more emphasis on content mastery by candidates and less emphasis on the traditional education classes, New Jersey at this time also capped the number of education credits to be taken by a candidate at 30 credits. New Jersey then required that pedagogy classes be based on a series of pedagogy topics developed by a state taskforce. Teacher candidates currently take 30 credit hours in pedagogy in the traditional higher education teacher education program or a sequence of 120 hours in the alternate route based on the pedagogy topics prescribed in regulation. These pedagogy topics guide college preparatory and alternate route programs in the design of their programs. Created in the eighties by a New Jersey education taskforce, these standards, known colloquially as the Boyer Topics (named after Dr. Ernest L. Boyer, who headed the Taskforce) represented a good first effort to identify a body of knowledge and skills required for all teachers through a sequence of topics for teacher education curriculum. The taskforce recommendations formed the basis of the program requirements for teacher preparation for both traditionally prepared and alternate route candidates adopted by the State Board of Education and codified in New Jersey regulations over fifteen years.

Another key recent reform has been the creation of a New Jersey Professional Teaching Standards Board. In 1999, the State Board of Education appointed New Jersey's first

Professional Teaching Standards Board (PTSB) to establish professional development standards and oversee the implementation of New Jersey's first professional development requirement. Current research, including the work of the National Commission on Teaching and America's Future, indicates that standards board oversight of primary issues related to the teaching profession provide the kind of ownership of reform by practitioners needed to institutionalize significant change. New Jersey's standards board, comprised of teachers, school administrators, local board of education members, higher education and members of the public, was charged with an initial role of oversight of a new professional development requirement for teachers and eventual oversight of other key aspects of the profession including the development of professional teaching standards.

The PTSB has assisted in creating New Jersey's first requirement for professional development. The PTSB developed all of the infrastructures and implementation policies needed to assure the impact of new professional development regulations statewide. New Jersey for the first time, has a requirement that promotes professional development for all teachers on an ongoing basis with grass roots involvement of practitioners at the district and county level in the implementation of the regulations. Importantly and in keeping with a new emphasis on performance based assessment, evaluation of district plans is based on how well districts can demonstrate that they are meeting the performance-based standards established by the Professional Teaching Standards Board and adopted by the Commissioner of Education. The evaluation done by the local boards stress professional development opportunities related to student curriculum standards and the continual improvement of district plans assuring comprehensive district based professional development programs.

A. SYSTEMIC CHANGE IN PREPARING FUTURE TEACHERS THROUGH PARTNERSHIPS

Since teacher education and licensure reforms in New Jersey in the eighties and early nineties, key education reform efforts in states across the nation have moved away from a concentration on “inputs” such as credit hours and seat time. Movement has been toward a systemic standards and performance based system of teacher preparation and licensure in which candidates and their institutions are held accountable for performance outcomes based on agreed upon standards which are aligned with state P-12 student Core Curriculum Content Standards.

This project will play a key role in helping New Jersey make the move to a standards-based approach to teacher quality as part of its overall systemic and standards-based reform efforts in the state. The inter-related and inter-dependent goals outlined in this proposal make significant standards-based reform to the teacher preparation, licensure, and induction requirements currently required in New Jersey. The project will also assist state efforts in preparing high quality teachers required by No Child Left Behind.

Central to New Jersey’s standards-based reform effort thus far has been the implementation of rigorous Core Curriculum Content Standards, performance based standards for all students across seven academic content areas and workplace readiness areas with curriculum frameworks and aligned statewide assessment system in accordance with requirements of New Jersey administrative code. There has been an increased emphasis on assessing higher level critical thinking skills. The standards, adopted by the New Jersey State Board of Education in 1996, establish the basis for curriculum and instruction, the statewide assessment system and evaluation of local district boards of education. Committed to ongoing evaluation of needed student learning outcomes in light of the ever-changing needs of our rapidly changing society, the New Jersey Department of Education is in the process of revising these

standards based on statewide input from the education community as well as recommendations from Achieve Inc., the Council of Chief State School officers, and content experts from across the country.

However, strong student standards alone are not sufficient to bring about the needed improvement in student achievement. In fact, New Jersey's new student learning standards have in a very real sense changed the nature of teachers' work. With a focus on thinking skills, analysis and collaborative learning, the student learning standards require teachers to teach in new ways and require new and different instructional strategies.

Through this proposal, New Jersey seeks to redesign the preparation and induction phase of the professional lifecycle of the teacher through a standards-based approach. **Teaching standards**, to be developed this summer by the Professional Teaching Standards Board, will be the foundation of all the work ahead as outlined in this proposal. Research is clear that if student standards are to be effective, teachers also need standards aligned to student standards that lay out what a teacher needs to know and be able to do to help all students learn at high levels.

Then, with teaching standards as the foundation, **teacher education programs**, for both the traditional higher education and alternate routes, will need to be redesigned to reflect an alignment of student, teacher and new program approval standards.

A strong accountability system will also be developed to strengthen the teacher preparation program approval system through a new partnership with the **National Council for the Accreditation of Teacher Education (NCATE)**. The system will also include evaluation of the alternate route programs through INTASC.

Serious changes also must be made to the induction phase of the lifecycle to ensure the needed support for **novice teachers**. In New Jersey, the time is ripe to build on previous reforms

in the area of teacher quality and to develop a truly comprehensive, systemic teacher quality program.

A window of opportunity is truly open in New Jersey for significant change to policies in the area of teacher quality. All teacher licensure regulations are currently under review by the State Board of Education as part of a comprehensive review of all education administrative code. Earlier this year, the Department of Education presented a discussion paper outlining proposed licensure reforms to the State Board of Education and the public. The key reforms outlined in this proposal, moving teacher preparation and licensure towards a standards and performance based system, have been well received by the State Board of Education and the educational community at large.

The efforts to date in the area of teacher quality have been significant but much work still needs to be accomplished to create an integrated and cohesive approach to teacher quality in New Jersey. The new state administration is dedicated to more fully realizing a comprehensive and integrated standards-based system. Teacher policies instituted over the last decade will be reviewed as part of the code review process to assure their alignment with a standards-based approach. The new administration is eager to begin the key work that lies ahead in terms of the creation and implementation of professional standards for teachers and teacher education programs. These will be the foundation of all of the work outlined in this proposal.

The work in the area of standards-based reform for educators has already begun in New Jersey for school administrators. The work of the New Jersey State Action for Education Leadership Project (SAELP) Consortium is another important and complementary reform initiative in New Jersey. In Spring 2000, New Jersey was awarded a grant administered by the Council of Chief State School Officers and funded by the Dewitt Wallace Foundation to reform

policies related to the preparation, licensure and development of school leaders. A consortium representing the legislature, the Governor's Office, the Department of Education, the business community, professional associations and other key stakeholders was formed last year and has been working on an extensive reform agenda for school leadership. The goal of the work of the consortium is to promote standards-based policies for adoption in regulation and statute which position the school leader as the instructional leader of schools with a key responsibility for school improvement and student achievement. The consortium's agenda focuses on a standards based approach with a restructuring of training and development of school leaders to assure they are prepared for the instructional mission that must be paramount in our schools today if public schools are going to meet the challenge of improved student achievement.

Through this grant project New Jersey seeks to implement a performance based system of standards with appropriate performance assessments for students, for teachers, for administrators and for higher education programs. This project will assure that standards for students, for teachers and for teacher education are aligned and consistent in order to have the maximum impact on student achievement. This system will form the foundation of all the work outlined in this proposal.

The three inter-related and interdependent goals of the New Jersey project are:

Goal One: To reformulate teacher education programs in New Jersey higher education institutions to improve their quality and assure accountability for results. This goal will require that New Jersey institutions of higher education align their programs with teaching standards and P-12 student standards, as well as new program approval standards. These efforts will ensure that teachers are ready to teach the more rigorous content students are expected to learn.

Goal Two: To strengthen the alternate route program through standards-based reform of

the alternate route program, while increasing the opportunity to train as an alternate route teacher though opening up the market to new providers including community colleges. Such an expansion will allow providers to specialize in instruction targeted at various grade levels or subject area teachers and thus be an important avenue for improved quality.

Goal three: To enhance the current induction program for novice teachers through strategic improvements including an intensive training program for veteran teachers who serve as mentors to new teachers. Research is clear that the support of mentoring is a key component in helping newcomers to the classroom move from theory to practice. The best teacher preparation programs can only go so far in readying students for the classroom. Novice teachers need on the job support and coaching. In order to assure quality support for novice teachers, mentor teachers need training to help them understand their role and how to realize the greatest results with new teachers.

Teacher Quality Partnerships

In order to realize the vision proposed in this grant, New Jersey's Teacher Quality Project includes coordinated partnership of all the key players and all levels of the education system including the Department of Education, Higher Education Commission, the Higher Education Community and P-12 districts. Our project, an effort at standards-based aligned reform spanning the continuum of our educational system, P-16, requires that there be meaningful opportunities to dialogue and plan collaboratively with all parties at the table. In each goal strand of our project, such partnerships play a vital role both through the statewide Teacher Quality Consortium, with statewide oversight for the grant, and through district or higher education planning or advisory councils. In our higher education program alignment goal, each of the higher education institutions involved in the standards alignment will involve college based advisory groups to

support planning and coordination among the colleges of education and arts and science with vital links to the Department of Education. In our standards based reform of the alternate route reform strand, the Department of Education will work closely with districts as new models are drafted. District partners will be vital in the research phase of model development. In the teacher mentoring strand, the Professional Teaching Standards Board and the Department of Education will provide guidance and opportunities for dialogue with district planning committees to insure that mentor training plans incorporate best practice and coordination of effort at the state and local level.

Program Goal One: Redesign of Higher Education Teacher Education Programs

As a result of this grant, New Jersey will make these important changes:

- Restructure state teacher preparation policies and higher education practices through a research-based, standards-based approach to promote better education of the state's teacher candidates;
- Implement reforms that hold institutions of higher education with teacher preparation programs accountable by instituting standards for preparing teachers who are highly competent in academic content areas and who possess strong teaching skills;
- Redesign its system for comprehensive review to incorporate standards and national accreditation options; and
- Create state policies, procedures, incentives and grants that encourage major and innovative redesign of teacher preparation programs by collaborating with the schools of arts and sciences to maintain strong academic content, to strengthen pedagogical preparation, and to produce models suitable for replication focused on teaching, program, and New Jersey's Core Curriculum Content Standards; and
- Create structured opportunities for stakeholders to hold dialogues focused on quality of teacher preparation in its institutions of higher education.

The goal of this initiative, then, is to involve all stakeholders in a serious effort to fundamentally improve teacher education in New Jersey and thus to improve student

achievement in the state's culturally diverse public schools. It will result in a systemic change in the way that all new teaching candidates are prepared through our institutions offering teacher education, using a standards-based approach.

Where We Are: Teacher Preparation – Content, Pedagogy, and Program Standards

New Jersey is a unique state that has taken a unique approach toward teacher preparation. While United States Secretary of Education Rod Paige has called for greater attention to the academic content preparation of teachers (Paige, Rod (2002). *Meeting the Highly Qualified Teachers Challenge: Meeting the Highly Qualified Teachers Challenge* U.S.E.D, Department of Postsecondary Education), almost two decades ago, New Jersey had already addressed that need when it became one of the first states to require a liberal arts or science major for all teacher candidates. That requirement continues.

Pedagogy

The state, however, has greater needs in the pedagogical component of teacher preparation. New Jersey has never established a system of standards for new teachers or for teacher preparation programs. Currently, New Jersey Administrative Code requires teacher preparation programs to demonstrate that they address curriculum topics known as the “Boyer Topics.” In the mid-1980s, a state task force chaired by the late Ernest L. Boyer, then president of the Carnegie Foundation for Education, identified topics that should be part of the curriculum for all beginning teachers. These topics, along with a strong academic major and general liberal arts education requirements, became the basis for program development in both the traditional and alternate route teacher preparation programs in New Jersey. Moreover, the code limits pedagogical preparation to 30 credits including student teaching, which colleges of education are finding increasingly inadequate to prepare teachers for today's diverse student population with

its special needs. These foundation requirements emphasize credits, rather than substance through standards, quality and results orientation. These foundation requirements for teacher preparation have been in place for over 15 years and are due for reform.

Comprehensive Review

Similarly, there is a need for overhauling the state's comprehensive review system. Historically, New Jersey has relied on the NASDTEC standards for program approval and review, and has been a signatory to the NASDTEC Reciprocity contract, which will be due for renewal in 2005. While New Jersey still honors the reciprocity contract requirements, the state has not replaced the now defunct NASDTEC standards with any others for program content and review. Instead, the Department of Education, with input from stakeholders, uses a review instrument developed in-house and makes site visits to the college campus. Until the early 1990s, the Department of Education supported comprehensive reviews by providing in-house professional and support personnel, and by funding teams comprised of professional reviewers from outside New Jersey.

Some major changes in governmental organization and vision took place in the 1990s that affected the ability of the department to support preparation program accountability activities. Prior to that time, New Jersey had a governance system for education that included both the New Jersey Department of Education and the Department of Higher Education. Both agencies supported college initiatives surrounding teacher preparation and accountability. In 1994, however, Governor Christine Todd Whitman and the legislature instituted major changes in higher education governance. They eliminated the Department of Higher Education, replacing it with an agency of approximately 20 staff members to operate the New Jersey Commission on Higher Education (NJCHE). The commission focuses on all New Jersey institutions of higher

education. Clear delineations of responsibility were defined for both the NJCHE and NJDOE. The commission governs all programs other than licensure programs, while the department controls licensure program approval and review only. Many higher education staff positions were also eliminated. These actions resulted not only in greater separation and less communication between the two agencies, but a need on the part of NJDOE to comply with requirements for comprehensive reviews of college programs with no fiscal resources and a minimal staff.

Current DOE Resource Commitment

Thus, while the needs of the colleges include greater cooperation, support and guidance from the state, the Department of Education's higher education component copes with a lack of professional and support staff, no budget, and inadequate facilities at a time of increased demands for accountability and service. The problem is one of maximum demand and minimal supply. In addition to the lack of resources for the college aspect of the DOE's mission, New Jersey has not committed to a partnership with either of the two national teacher preparation accrediting agencies, NCATE and TEAC. This is due in part to the fact that the state has not adopted professional standards for teachers. We believe this description illustrates that New Jersey, while a vibrant, dynamic state engaged in serious attempts to improve public P-12 education, is also a state with significant needs in the area of teacher preparation reform. We intend this grant project to be a major factor in assisting the state to move forward in the direction that it needs to go.

Despite this picture of serious need, there is also reason for optimism that the time is right for major change in the New Jersey teacher preparation scenario. The political, economic, educational, and broader community sectors have all expressed support for improvement of

teacher preparation centered on quality. Governor James E. McGreevey, Commissioner William L. Librera, and the New Jersey State Board of Education have endorsed a shift to standards-based reform that will be performance results-oriented. To accomplish and institutionalize change, a comprehensive licensure code review is currently underway. In essence, the educational “planets” are aligned for the first time. As the demand for a more educated populace has increased, so has consensus among stakeholders that it is now time to bring higher quality to our teacher education programs. This has resulted in the move in New Jersey toward adopting a research-based, standards-driven approach to teacher preparation. This grant will greatly assist that effort.

Where New Jersey Wants to Go

Through this project, New Jersey will implement teacher and program standards, along with standards alignment incentives and innovation grants for colleges and universities. The state will complete a new design for comprehensive program review incorporating teacher, program, the New Jersey Core Curriculum Content standards for students, and a national accreditation option. New Jersey will commit to the ongoing involvement of stakeholders to improve the quality of teacher preparation at institutions of higher education in the state.

New Jersey will institutionalize changes in teacher preparation programs with the goal of increasing teacher quality and ultimately, student achievement. Through this project, New Jersey proposes using the implementation of program and teacher standards, along with standards alignment incentives and innovation grants for colleges and universities, a new design for comprehensive program review, and the ongoing involvement of stakeholders to improve the quality of teacher preparation at institutions of higher education in our state.

Statement of Goal 1 and Objectives

The higher education segment of this project is comprised of the following goal and four objectives.

Teacher Preparation Goal: To increase the quality of teacher preparation in New Jersey's institutions of higher education.

Objective 1: Complete a major, standards-based reform of the state system regulating teacher preparation in institutions of higher education.

Objective 2: Redesign the comprehensive review system for program approval that incorporates standards and options for national accreditation.

Objective 3: Promote research- and standards-based innovation leading to greater teacher quality and strengthened linkages between IHEs and the P-12 community through a competitive innovation grant process.

Objective 4: Promote and institutionalize structured opportunities for dialogue among stakeholders focused on progress about reform issues related to quality in teacher preparation.

Objective 1: Reforming the State System Guiding Teacher Preparation

To accomplish a standards-based reform of the state's system for regulating teacher preparation in New Jersey institutions of higher education, the state will:

- Adopt standards for novice teachers modeled after the INTASC standards;
- Adopt standards for teacher education programs modeled after the NCATE program folio standards system;
- Provide New Jersey State Incentive Stipends to every one of the 24 campus-based teacher preparation departments in the 21 institutions of higher education for the purpose of aligning programs with the teacher and program standards, as well as with the P-12 New Jersey Core

Curriculum Content Standards (NJCCCS).

By June 2005, New Jersey will have in place a major redesign of its state system regulating teacher preparation. The teacher preparation institutions will have appointed redesign committees incorporating representatives from the faculty their schools of education, schools of arts and sciences, P-12 partners, and other stakeholders, and one hundred percent (100%) of these teacher preparation institutions will have aligned one hundred percent (100%) of their programs with all appropriate standards. All teacher candidates in institutions of higher education will be receiving-standards-based preparation for teaching New Jersey's children.

Objective 2: Redesigning the Comprehensive Review System

For the second objective of this component of the project, the New Jersey Department of Education will create and institute a redesigned comprehensive review system for program approval that is based on standards and incorporates an option for national accreditation. Activities for this objective include:

- Establishing national accreditation partnerships with NCATE and TEAC;
- Developing a state standards-based review system for those institutions that choose not to obtain national accreditation status, and an option to accept national accreditation in lieu of state review for those who old national accreditation;
- Reconfiguring the seven-year review cycle based on the redesigned system.

The outcome will be that by June 2005, the state will have created a comprehensive review system that is standards-based and accreditation-oriented. New Jersey national accreditation agency partnerships will be in place. All teacher preparation institutions of higher education will have chosen their state or national option and will have entered into the redesigned comprehensive review system.

Objective 3: Increasing Teacher Preparation Quality through Innovation

The third objective is to promote research- and standards-based innovation in teacher education with the intention ultimately of increasing student achievement. This objective involves awarding three to six competitive New Jersey State Higher Education Innovation Grants that support strong linkages between IHEs and P-12 partnership schools. Activities include:

- Conducting focus groups of graduates from New Jersey's traditional and alternate route teacher preparation programs to discover their insights on the value of their academic and field education in preparing these graduates to succeed in New Jersey's P-12 classrooms; and
- Awarding three to six competitive New Jersey Higher Education Innovation Grants to teacher preparation institutions.

While housed in higher education, these grants will require tight coupling and the intense involvement of P-12 Professional Development School partners and other important stakeholders. Awardees will design, implement, and report on results of programmatic innovations that meet the aim of strengthening teacher candidate professional preparation through improved, relevant connections between academic education and experiential field education so that novice teachers emerge better equipped to teach New Jersey's diverse student population. The outcome will be new models of high quality teacher preparation incorporating innovations that will be suitable for replication in New Jersey IHEs and beyond.

Objective 4: Promoting Progress by Ensuring Ongoing Dialogue Among Stakeholders

The fourth objective is to ensure continuous progress in achieving high quality in New Jersey's teacher preparation programs by promoting ongoing involvement among stakeholders through structured opportunities for dialogue centered on relevant reform issues. Activities include:

- An annual Governor's Summit;
- State and higher education advisory groups that are representative of the broad stakeholder community;
- Focus groups of stakeholders to provide targeted input; and
- Mechanisms for focused electronic networking among stakeholders.

The outcome will be that by June 2005 the state will have assembled multiple collections of data that capture the collective wisdom of IHE, LEA, candidate, government corporate, family, and community representatives. These data will provide a basis for sustaining continued reform during and after the life of the grant. As a result of these efforts, New Jersey will be able to involve all stakeholders in standards implementation. This will fundamentally improve the state's system of teacher preparation and program accountability and, through innovation and stakeholder involvement, will positively promote the ability of its teachers to improve student achievement in the state's culturally diverse public schools.

Program Goal 2: Strengthening the Alternate Route

New Jersey's plan to enhance teacher quality must include a standards-based redesign of the alternate route to licensure. Established eighteen years ago, the alternate route program has supplied teachers with strong content area skills but little or no pedagogical knowledge, skill or experience. One-third of teachers hired in New Jersey last year were alternate route candidates. Alternate route teachers are disproportionately represented in the state's high need schools, making their solid pedagogical preparation a matter of even greater importance as the state strives to narrow the achievement gaps.

Enhancing teacher quality in the context of New Jersey's alternate route program means strengthening and expanding the alternate route through standards based reform that will link

preparation to national standards specific to alternate route programs. New Jersey will participate in a multi-state effort headed by the Interstate New Teacher Assessment and Support Consortium (INTASC) to develop standards for alternate route preparation and will offer grants to alternate route providers to develop innovative, standards based preparation that moves beyond loosely connected courses to provide a pre-service component that grounds candidates in New Jersey's Core Curriculum Content Standards and the pedagogical knowledge and skills needed to deliver standards-based instruction so that all students can learn and achieve at high levels.

Enhancing teacher quality in the context of New Jersey's alternate route program means ensuring greater quality and consistency in the training candidates receive. Some regional training sites are able, because of the number of candidates, to offer programs that address the specific age groups and content areas candidates are teaching while other programs must resort to a "one size fits all" generic approach. New Jersey's efforts to enhance teacher quality will address this need by broadening opportunities for new providers, including community colleges, to offer pre-service training to alternate route candidates which best meets the needs they will face when they enter their own classrooms.

Enhancing teacher quality in the context of New Jersey's alternate route program means strengthening the linkages between classroom preparation and clinical experience and providing more guided mentoring during induction. This need applies equally to teachers prepared in the traditional manner and via the alternate route. New Jersey's proposal to strengthen mentoring through standards-based mentor training will significantly strengthen preparation for all of New Jersey's new teachers.

Statement of Goal 2 and Objectives

The alternate route program segment of this project is comprised of the following goal and three (3) objectives.

Alternate Route Goal: To strengthen and expand the alternate route program through standards based reform and the creation of innovative pre-service training, which will prepare alternate route teachers to enhance student achievement, particularly in high-need schools.

Objective 1: To participate in the development of national standards for alternate route preparation through participation in INTASC;

Objective 2: To research the current state of alternate route programs and outcomes; and

Objective 3: To develop an alternate route option with a pre-service training component.

Objective 1: Participation in Development of National Alternate Route Program Standards

The activities the state will undertake to prepare to adopt standards for alternate route preparation are:

- Use INTASC standards to develop process for state approval of alternate route programs;
- Examine the match between standards and alternate route programs; and
- Develop a training process for alternate route program evaluators.

By June 2005, New Jersey will propose adoption of alternate route program review standards for inclusion in the state's Administrative Code under Licensing.

Objective 2: Researching Current Alternate Route Programs and Outcomes

In order to redesign the alternate route, the State must assess the effectiveness of current programs by taking the following actions:

- Research the effectiveness of alternate route teacher preparation in regional training centers and consortia;

- Survey and data capture to support research and dissemination of standards and models; and
- Data analysis.

By June 2003, the results of the research will contribute to the creation of an RFP to pilot a pre-service training component in the alternate route.

Objective 3: Development of Pre-Service Training Component for Alternate Route

The third objective is to develop and pilot replicable alternate route program models that offer pre-service training in pedagogy and classroom management. These are the actions the state will undertake to accomplish this objective:

- Redesign preparation for alternate route teachers that includes a pre-service education component;
- Award competitive grants (up to five awards @ \$200,000/year for two years); and
- Develop Alternate Route standards in conjunction with INTASC team.

The outcome will be the availability of a variety of replicable alternate route program models that incorporate pre-service training. The project evaluation includes a performance assessment of all provisional teachers. We would expect to see more proficient levels of performance from alternate route teachers who have completed pre-service training prior to entering the classroom. Such a result would support the need to require all alternate route preparation programs to offer pre-service training.

Program Goal 3: Mentoring Support for Novice Teachers

Secretary Paige's call to "radically transform state teacher certification systems" must include states' efforts to retain well-prepared teachers through induction and beyond by providing comprehensive mentoring guidance based on the research-validated best practices in

the field. New Jersey school districts employed 8,500 new teachers last year. If current trends persist, one-third will leave teaching within three years. The problem of retention will grow more severe as half the current teaching force moves toward retirement over the next five years.

The induction period for new teachers is often a time of great frustration and overwhelms many. New teachers struggle with everything from classroom management to applying what they've learned about how to teach to improving the academic achievement of students with widely diverse backgrounds and needs. New teachers must learn how to become high quality performers and effective colleagues in district systems that vary tremendously as well.

Mentoring was not a high priority in the early years of standards based reform and much of the fine work done gets lost with such a high turnover among new teachers. Recognizing this, New Jersey proposed mentoring regulations and conducted a pilot-mentoring program in fifteen school districts in 2000-2001. Final regulations requiring all novice teachers to participate in a two-year mentoring program were adopted in April 2001.

Funding remains a serious challenge to the full implementation of regulations – especially in a time of budget deficits. Funding for the 2001-2002 school year which originally included support for mentor training and release time for classroom observation and collegial work was reduced such that it covered only the costs of mentor stipends for first-year teachers. Districts could apply for a waiver of regulations requiring the second year of mentoring since no funding was made available.

Research makes it clear that successful mentoring requires training for mentor teachers. Anything less results in little more than a buddy system. The skills that make teachers effective in the classroom do not automatically transfer to a collegial mentoring relationship without training and support. Training new teachers to become reflective practitioners who analyze their

work and the results requires that mentor teachers are able to model and facilitate that process. The fundamental goal is to raise student achievement through continuous refinement of teachers' understanding and use of effective instructional practices. Mentoring provides both mentor and novice teachers a means of connecting as colleagues around the critical knowledge, skills and dispositions that enhance or inhibit student achievement.

Retaining well-prepared teachers is essential to enhancing teacher quality. A strong program of mentoring support during induction is essential to retaining well-prepared teachers. In its 1996 report, *What Matters Most: Teaching for America's Future*, the National Commission on Teaching and America's Future recommends high quality mentoring as one of the most effective ways of addressing novice teachers' needs and concerns. An effective mentoring program provides novice and veteran teachers alike the opportunity to examine effective instructional practice through the unique lens of collaboration and shared responsibility for student learning.

Statement of Goal 3 and Objectives

The mentoring support segment of this project is comprised of one goal and five (5) objectives.

Mentoring Support Goal: To increase teacher retention and student achievement by providing systemic induction-level mentoring support from trained mentors.

Objective 1: To ensure high quality mentor training statewide by providing a mentor training coordinator to oversee the planning and implementation of mentoring support.

Objective 2: To ensure that all New Jersey school districts have mentoring plans that are aligned with best practices.

Objective 3: To establish minimum criteria for mentor training for all school districts and mentor training providers.

Objective 4: To identify and approve mentor training providers.

Objective 5: To provide funding for mentor training

Objective 1: To Coordinate and Ensure High Quality Mentoring Statewide

The State will undertake three activities to accomplish this objective:

- Establish a Mentor Training Coordinator position at the Department of Education;
- Provide half-time clerical support for the Mentor Training Coordinator; and
- Mentor Training Coordinator will compile and disseminate information on research-based best practices.

Accomplishment of this objective means that the Department of Education will serve as a resource and support for the 612 school districts throughout the state in the provision of high quality mentoring support.

Objective 2: To Ensure School District Mentoring Plans are Aligned with Best Practices

To support consistency in the quality of mentoring support program, the State will undertake the following actions:

- Conduct regional training for LEAs to guide development of mentoring plans;
- Develop implementation guide to support mentoring plan development;
- Provide access to training materials on the DOE web site;
- Develop mentoring plan approval matrix; and
- Conduct training on use of plan approval matrix for county superintendents.

By June 2003, all school districts in New Jersey will propose mentoring plans based on best practices and all plans will be reviewed by county superintendents in accordance with the

plan approval matrix build on criteria drawn from best practices.

Objective 3: Establish Minimum Criteria for Mentor Training

Using best practices research, the State will undertake the following actions to establish minimum criteria for mentor training:

- Develop minimum criteria for effective mentor training;
- Develop training modules for mentor training providers; and
- Conduct training for mentor training providers.

The outcome will be a consistent mentor training program that is aligned with State standards and with best practices.

Objective 4: To Identify and Approve Mentor Training Providers

With the clear establishment of criteria for mentoring plans and for the training needed to provide effective mentoring support, the State will undertake the following actions to identify and rate mentor training providers:

- Develop criteria for provider approval and a review and approval process; and
- Provide year one orientation and ongoing program evaluation of provider offerings in subsequent years;

As a result, mentor training providers will consistently utilize and model a core of best practice methods to ensure that each mentor training program develops the essential knowledge and skills mentors need in order to be effective.

Objective 5: To Provide Funding for Mentor Training

The State must commit to support of this program in order to ensure its effectiveness and to institutionalize it beyond the life of the grant. The State will, therefore, undertake the following actions:

- School districts will certify the number of mentor teachers annually; and
- The State will reimburse each district the prescribed mentor training amount per mentor teacher (6,500 x \$150).

By June 2005, New Jersey will have built a cadre of qualified mentor teachers in every district to provide effective guidance to all novice teachers.

B. GOVERNMENT AND BUSINESS COMMUNITY COMMITMENT

As will be discussed in more detail in Section II. Significance, Governor McGreevey has made education a top priority of his administration and has shown strong support for standards. In the very early months of the Governor's tenure, he held a summit on the need to establish professional standards for educators in which key stakeholders including the higher education community, the legislature, the Professional Teaching Standards Board, the P-12 community, business and stakeholder groups began the dialogue about New Jersey's move to a standards-based licensure system for educators. Further Governor Summits are planned to insure that all partners in this reform effort can continue to come together to collaborate on this major and complex change to our educator preparation and licensure system.

To insure full participation of all parties involved in this reform, New Jersey will create a state level Teacher Quality Consortium to act as the key advisory and oversight body for the implementation of the grant. It will be comprised of all interested parties in this reform including members of the P-12, higher education community, the Governor's office, state agencies including both the Department of Education and Commission on Higher Education, the business community and relevant stakeholder groups. Bringing all these stakeholders to the table will help to promote the kind of communication, consensus building and collaboration vital to the success of our project. The consortium will meet regularly to provide important input on the

implementation process as it unfolds. These meetings will provide opportunities for the grant partners to gain updates on current research and development involved in the grant strands, progress reports on implementation of each of the activities outlined in the work plan and feedback based on evaluations to be conducted. New Jersey has an excellent model on which to build this consortium. The State Action for Education Leadership consortium was created in 2001 to provide oversight of the implementation of the New Jersey State Action for Education Leadership Project. The consortium plays a key role in assuring meaningful reform in the area of school leadership. This group has worked successfully to oversee planning of initiatives and provide key advocacy for institutionalization of policies in regulation and code. It has been a vital group in reaching the kind of consensus on policy direction needed to move complex reforms ahead. It is very much this kind of model that New Jersey is also planning for its Teacher Quality Consortium.

There is very strong support from the Governor, the Commissioner of Education and the Higher Education Commission for the reform agenda for teacher quality outlined in this grant proposal. Following the Governor's Summit, Education Commissioner William Librera directed the Department of Education to apply for this grant to achieve the reforms needed in our state, with which the goals of this grant are well aligned. All three branches of government have highlighted the need to have the best-prepared teachers possible for New Jersey's children and are supportive of reform efforts along these lines (Governor's State of the State Address, 2002; Abbott v. Burke, 2001; Legislative Bill Schedule, 2001). In addition, Commissioner Librera has committed the department to expand its services to colleges by creating a higher education services unit to be housed in the Office of Academic and Professional Standards led by Director Jay Doolan, located within the Division of Educational Programs and Assessment headed by

Assistant Commissioner Dr. Richard Ten Eyck. Instead of a coordinator for college programs as currently exists, the office will have a manager, two professionals and support staff. If we are successful in obtaining this grant, a grant project coordinator will also reside in this new office.

C. PROJECT GOALS AND PERFORMANCE OBJECTIVES

The overall goal of New Jersey's Teacher Quality Enhancement Program is to increase student achievement by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent, and aligned with state and national standards. This will be supported by three critical goals with objectives, activities, and outcomes. These have been defined in the first Project Design section of this grant as part of the narrative description of the project's goals. They are also found as part of the work plan in Appendix A.

D. ENHANCING SYSTEMIC STATE REFORMS

As discussed in Section A, this grant will greatly enhance systemic state reforms efforts already underway in the state to create an aligned standards-based education system of students, teachers, school administrators and program standards for higher education teacher education programs. All three goals in our grant program work to enhance systemic efforts already in progress in New Jersey in the area of teacher education reform, alternate route program enhancement and the induction of novice teachers.

As part of New Jersey standards-based education reform initiative, student learning standards and aligned assessments are already in place. Activities related to parallel standards for administrators, teachers and program approval for higher education programs initiated prior to this grant opportunity will, in fact, come to fruition during the implementation of this grant. It is anticipated that adoption of these new standards will occur in late 2002 as part of the comprehensive review of administrative code being completed by the State Board of Education.

New Jersey will also continue its standards work with INTASC to develop alternate route

standards in the near future. These will inform the program guidelines for our alternate programs, assuring high national standards for this New Jersey route to teaching. This important work will be initiated through this grant program. New Jersey will also be working to develop a performance assessment system in consort with INTASC. New Jersey is currently in the planning stages with INTASC to pilot teacher performance assessments for a performance based licensure system. This work will certainly be enhanced through our alignment efforts in the higher education teacher preparation standards-based reform strand.

The grant program will help us to assure and to initiate a fully articulated system with standards that are aligned for teachers, administrators and their students and an accountability system that reflects those standards. The grant program also certainly enhances the mentoring program that has already been initiated in the state, providing the important training element for mentor teachers. Well-trained mentors who understand their roles and responsibilities will enhance the induction experience.

E. ASSURING DIVERSITY OF PERSPECTIVES FOR THE TEACHER QUALITY PROJECT

New Jersey has created a number of avenues within our grant project to assure that a diversity of perspectives is incorporated into the operation of the project. First, New Jersey is creating a state level Teacher Quality Consortium comprised of key stakeholders including representatives from appropriate government entities, P-12, higher education, and the Professional Teaching Standards Board. This body will provide key oversight of the implementation of the project providing direction and refinement for the policies and processes outlined in this grant application. Through this body, opportunities will be provided for input for a broader range of stakeholders through focus groups and forums on key reform issues.

In addition, future Governor education summits are planned on a regular basis to monitor and reflect upon the progress of the standards-based reform effort by key stakeholders. These

summits provide the opportunities for a broad range of perspectives through group dialogue among hundreds of members of the education community at large.

The advisory groups and planning teams within our goal strands will also provide opportunity for public input through a variety of avenues including formal surveys, focus groups, and public hearings. In addition, the New Jersey Department of Education through its website will create a site specifically focused on the teacher quality initiative through which educators and the public can find out about the project and provide input on key issues. Finally, the state will require recipients of innovation grants and alignment incentives to include parents, teachers, employers, academic and professional groups, and other appropriate stakeholders on their advisory boards.

F. RESEARCH AND EFFECTIVE PRACTICE REFLECTED IN PROGRAM DESIGN

In New Jersey's teacher quality project design, New Jersey has utilized current research on best practice and has been informed by much of the national work of key national education organizations. As a member state of both INTASC and ISLLC, department staff have had the benefit of working with national experts and state department peers on issues related to standards based reform for educators.

Until recently, teaching had not had a coherent set of standards created by the profession to guide education, entry into the field, and ongoing practice. In the last ten years, such standards have been created by three bodies working together to improve teaching. The National Council for the Accreditation of Teacher Education (NCATE) sets standards for schools of education. The Interstate New Teacher Assessment and Support Consortium (INTASC) is group of more than 30 states working to develop standards for the licensing of beginning teachers. The National Board for Professional Teaching Standards sets standards for accomplished practice and

offers advanced certificates. All of these standards are aligned with one another and with new standards for student learning in the disciplines. They are also tied to performance-based assessments of teacher knowledge and skill. The assessments look at evidence of teaching ability (videotapes of teaching, lesson plans, student work, analyses of curriculum) in the context of real teaching” (Doing What Matters Most: Investing In Teacher Quality, 1999).

New Jersey is just beginning to incorporate these standards into the state’s policies governing teaching, and this project is critical to the success of our efforts. The New Jersey Professional Teaching Standards Board has been reviewing the literature on standards for an extended period and the DOE has been and will continue to rely on the results of these ongoing efforts. In addition, it is the intention of the Commissioner of Education to establish a research office within the DOE, which will also contribute to ensuring that the knowledge base upon which we base our efforts is current. Moreover, the New Jersey Association of Colleges for Teacher Education (NJACTE), which has a cooperative relationship with the NJDOE office of college programs, has offered college expertise and resources in providing information on latest theory and best practice information to the state for the purposes outlined in this proposal.

New Jersey has also made use of the growing body of research related to teacher quality in all three goal strands of the grant project. In the reform of teacher education goal, we drew on a number of sources. Central to that work has been the findings of What Matters Most: Teaching for America’s Future, the report by the National Commission on Teaching and America’s Future. This document provides a cohesive and comprehensive plan for moving to a standards-based system of teacher preparation, licensure and development. The National Commission on Teaching and America's Future (NCTAF) drafted performance goals and measures for self-study and the implementation of change for standards and teacher preparation that have informed our

work. Our work has also been influenced by Linda Darling-Hammond, in particular, her study Teacher Quality and Student Achievement: A Review of State Policy Evidence (1999). This provides a comprehensive guide to the development of teacher quality policies for states. In this work, she indicates the importance for teachers to possess both strong content knowledge and pedagogy skills. This finding has influenced our design work in higher education preparation program design. The NCATE literature including the professional standards has helped us to think through issues with regard to the redesign of our state program approval process. In a U.S.E.D. web site, Promising Practices: New Ways to Improve Teacher Quality (1998), entitled Improving Teacher Preparation, also helped us to think through the broad range of issues related to accreditation and the role of national standards for accreditation.

In line with many other states (Reform of Teacher Education, from the National Council on Teacher Quality), New Jersey is focusing on establishing upgraded standards in the teacher preparation institutions, and will select performance measures related to these standards. The Educational Testing Service (ETS Study Says Strong Teacher Education Programs Should be Emulated, 2000) provided useful data regarding the role of NCATE in enhancing the quality of teacher preparation programs. In fact, it found that “graduates of NCATE-accredited institutions significantly outperformed graduates of unaccredited institutions as well as those who had never completed a teacher preparation program.” Of New Jersey’s 21 Colleges of Education, seven are NCATE accredited, and five of these are in active Professional Development School (PDS) relationships. We plan to build on this structure, since, as NCATE research indicates (in Teaching Hospital Model Comes to Schools of Education; Can Address Quality and Shortage Issues, 2001), “research on PDSs indicates that these institutions improve the quality of teaching. Initial evidence indicates that interns who attend PDSs are better prepared to teach and that

student achievement is higher in PDSs. Equally as important, PDSs boost teacher retention rates, thus reducing the growing need for new teachers.”

According to a Fordham Foundation study, “New Jersey's alternative certification program has markedly expanded the quality, diversity, and size of the state's teacher candidate pool.” To be both consistent, flexible and to meet demand, New Jersey has, for 18 years, provided an alternate certification route for teacher preparation. Because the “consensus among most researchers is that both traditional and alternative routes to teacher preparation need improvement” (Alternative Teacher Certification, 1999), the program presented in this proposal establishes alternate route standards through a project with INTASC to assure higher standards that will inform the development of our alternate route model (see Alternative Route, from the National Council on Teacher Quality).

We have drawn heavily from the growing body of research about the role of the induction process and mentoring in supporting novice teachers. The 1999 ERIC Digest article, Beginning Teacher Induction provided us with useful research on best practice in the area of mentoring for new teachers. We propose an ongoing online support and mentoring system, for both novice and alternate route teachers. We have also been influenced in our design for mentoring by the New Jersey-based research conducted by NJPEP of the NJ Department of Education, Task Stream and Fairleigh Dickinson University. Together these entities engaged in a yearlong research program to examine the use of online support after an initial hands-on summer program (the successful program will be presented in two papers in the December 2002 National Staff Development Council Conference).

“Research has indicated that novice teacher retention can be substantially increased by providing a novice teacher support program” (Texas State Board for Educator Certification Panel

on Novice Teacher Induction Support System, 1998). This article describes models of mentoring, and stages of teacher development. In a 1999 review article in *Educational Leadership*, James B. Rowley provides important best practice information pointing out that mentors need training, financial support, time, opportunities for collegial and positive dialog, and professional growth. Our work has also been informed by Learning from Mentors: A Study Update (1995) from NCRTL). We will provide a training program which will include research-based required knowledge and skills for mentors (as outlined in a review, Looking at the Process of Mentoring for Beginning Teachers, 1998). Research such as that done by Stansbury and Zimmerman in Lifelines to the Classroom: Designing Support For Beginning Teachers makes clear the promise of effective mentoring as a strategy to improve the teaching skills of beginning teachers. The mentoring program outlined in this proposal indicates New Jersey's intention to provide a more comprehensive induction process including thoughtful, research-based training for mentor teachers to assure that they provide the most useful support to our new teachers. Please see Appendix D for complete list of references.

II. SIGNIFICANCE

A. PROMISING NEW STRATEGIES

The New Jersey Teacher Quality Enhancement Project is based on promising strategies that have led to enhanced teacher quality and improved student results in many other states across the nation. Standards-based reform of teacher preparation and licensure is the foundation of all three objectives outlined in this proposal. In preparation for movement to a standards-based approach to the reform of teacher licensure, New Jersey in the past year has become a member of INTASC, a consortium of states under the aegis of the Council of Chief State School Officers who work together to promote systemic standards-based reform in the preparation and licensing

of new teachers. Staff of that project have been advising and working closely with the Department of Education in the planning of our move to a standards-based model. The opportunities for New Jersey to work collaboratively with states on promising new strategies will enhance our opportunity for success. New Jersey is currently in discussions with INTASC regarding piloting standards based assessments to further enhance our reform efforts.

In the reformulation of its traditional higher education programs, New Jersey will be informed by the experience of states such as Indiana and Georgia where a standards-based approach has born significant results. Like Indiana, New Jersey will use its Professional Teaching Standards Board to develop the new teaching standards. Dr. Ricky Haus, our consultant in the standards development process, has deep experience in the area of standards based reform in her previous role as Director of Licensing at the Department of Education in Pennsylvania. There she participated as a member of INTASC as well as a consultant for the Educational Testing Service in the area of standards-based assessment.

In addition, New Jersey is currently working with the National Council for the Accreditation of Teacher Education (NCATE) in the planning stage for becoming an NCATE partner state. New Jersey will benefit from the experience and expertise of NCATE as it reformulates its program approval process as outlined in this proposal. In many national reports, including Teacher Quality and Student Achievement by Linda Darling-Hammond and the report Teaching and America's Future by the Commission on Teaching and America's Future, research is clear that strong program approval standards are vital to the improvement of teacher education programs. Rigorous standards and review promote deep change in the way institutions of higher education prepare future teachers.

In New Jersey's companion reform effort for school leaders, New Jersey has demonstrated its commitment to the new strategies for program approval. This summer NCATE staff will meet with the SAELP consortium, the oversight body for the SAELP grant project, to further discuss the implications and promise of such a partnership. The SAELP consortium has recommended an NCATE partnership in its SAELP implementation plan. New Jersey currently has seven NCATE institutions. However, as outlined in this proposal, New Jersey also plans to adopt or adapt the NCATE standards as our state program approval standards for non-NCATE institutions. The NCATE accreditation standards will strengthen and increase the rigors of the state program approval process and assure greater accountability of higher education institutions responsible for the preparation of teachers and school leaders.

Our goal to increase the effectiveness of the alternate route program through standards-based reform is also a promising new strategy. Working together with INTASC, New Jersey will have the opportunity to align the programs with nationally researched and piloted standards to ensure alternate route teachers gain all the knowledge and skills needed to be effective. The work of INTASC promises to examine the special needs of alternate route candidates and to assure that these specific standards reflect those special needs.

B. PROJECT OUTCOMES

The project work plan presents a detailed and sequenced list of activities, benchmarks, timelines and responsible parties to accomplish the overall goal of standardizing and enhancing the preparation and support new teachers receive so that all students will attain high levels of achievement. New Jersey's project goal is to increase student achievement by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent and aligned with state and national standards. Accomplishment of the objectives in the three program strands of the project (redesign of traditional preparation; strengthening alternate route

preparation; and ensuring mentoring support) will produce the following project outcomes. By June 2005, New Jersey will have:

- Adopted teaching, teacher preparation and alternate route program approval standards into its licensing code (Measure: adopted standards published in the *New Jersey Register*);
- Supported teacher preparation programs in aligning their curricula with adopted standards and with New Jersey's Core Curriculum Content Standards (Measure: Program alignment certified by standards based program review and approval process);
- Implemented a standards based state review and approval process for all teacher preparation programs and for all alternate route providers (Measure: Review and approval processes codified in licensing code and adopted by the State Board of Education);
- Provided opportunities to develop standards based, innovated teacher preparation with strong linkages to clinical practice (Measure: Funded innovation RFPs to three to six teacher preparation programs with strong LEA linkages);
- Established a state review and rating process for district mentoring plans and for mentor training providers (Measure: Review and rating process codified in licensing code and adopted by the State Board of Education);
- Established a statewide mentor training program to prepare mentor teachers to guide and support novice teachers during induction (Measure: 100% of approved LEA mentoring plans align with regulations and best practices according to approval matrix; state funding to support mentor training stabilized);
- Assessed the effectiveness of redesign and alignment efforts through the use of

performance assessment (i.e. Praxis III) with all provisional teachers (Measure: Analysis of performance assessment results; evaluation consultant's final report); and most importantly,

- Improved student learning and higher student achievement as a result of the standards based redesign and strengthening of all state systems which prepare, license and support new teachers (Measure: Continuous improvement in student performance on periodic measures of academic achievement).

C. INSTITUTIONALIZING THE PROJECT

The Governor, the Commissioner and the State Board of Education have identified teacher quality as a state priority. The Governor has made clear his commitment to teacher quality and a standards-based approach to improve quality through a statewide Governor's Summit in Spring 2002 dedicated to the issue of quality in the preparation and licensure of educators. Both he and the Commissioner of Education specifically addressed the need for teacher quality as well as the need for strong instructional leadership in schools and recommended standards-based strategies. The Governor has appointed two key advisory groups at the state level dealing with teacher quality and P-16 alignment issues. He has appointed an education advisory taskforce comprised of members of the higher education community and their key education stakeholders. This group specifically examines issues related to higher education and alignment with p-12 reforms. He has also appointed an advisory group comprised of teachers to explore promising strategies for the recruitment and retention of new teachers. His education adviser as well as the Commissioner have met with the Professional Teaching Standards Board to discuss a variety of issues including teaching standards and professional development.

Policy reforms outlined in the proposal will be institutionalized through promulgation of regulations. The State Board of Education has made the comprehensive review of the licensure code a top priority and will be moving to adopt regulations in 2002-03 that align to the reform agenda in this proposal. A discussion paper developed by the Office of Licensing that included performance-based standards and program approval standards met with approval from board members. Both the Governor and his top education advisor have been working closely with appointed teacher bodies advising the state on issues related to teacher quality. The President and Vice President of the State Board of Education serve on the SAELP consortium and play an active role in the development of recommendations from that body for reforms to improve the quality of educators. Policy reforms outlined in this proposal including teaching standards, new program approval standards based on NCATE standards and the NCATE partnership will be codified in regulations as part of this comprehensive code review process by the State Board of Education.

The state's commitment to institutionalizing this project is also reflected in the restructuring of the Department of Education by the new administration. The new reorganization has an entire division dedicated to standards and assessment. A unit headed by a manager within that division deals exclusively with issues of professional standards. The department is also currently creating a unit headed by a manager to deal with the program approval reforms outlined in this proposal. This proposal also outlines New Jersey's plan to create a Teacher Quality Consortium comprised of representatives from the P-12 and higher education communities as well as the department, the legislature, the Governor's office and key professional and business organizations. This group will be charged with the oversight of the implementation of the goals outlined in the grant. The consortium will also have the key role of

advocacy in bringing the policies to fruition. The consortium will work closely with partners in the grant including districts, higher education institutions and the Department of Education through regular meetings and focused forums.

In addition to regulatory change, there are other key ways in which the project goals and program strands will be institutionalized through a commitment of financial and human resources by the partners involved at the state and district level as well as the higher education institutions.

The redesign of higher education teacher preparation will be institutionalized through the innovations created as a result of this grant. Subgrants to all of the higher education institutions who prepare teachers will allow them to do standards-based alignment of their program, thereby institutionalizing the needed changes. Then, all preparation programs will be reviewed to assure alignment has occurred through the state program approval or national accreditation process. Our strengthened state accountability system will become the critical motivator for universities to allocate ongoing and sufficient funds to support teacher preparation programs to assure alignment continues beyond the life of the grant. The New Jersey Commission on Higher Education also is committed to the reforms outlined in this proposal and is a partner in this project. The commission supports higher education teacher preparation programs redesign through a state grant program that aligns with the efforts outlined in this grant.

In the alternate route program strand, sustainability will result from the new models created as a result of the competitive subgrant program. In the subgrant pilots, a preservice component will be required. Best practice will be identified through this process and the department will share these models with all providers through a variety of avenues including summits, focused forums and website programming. In addition, through the evaluation process,

New Jersey will be able to identify the most effective models for institutionalization through administrative code.

The mentoring program support strand will be sustained through the creation of a cadre of over 10,000 teachers who will have been trained on mentoring with a training program that reflects up to date knowledge and research on best practice in mentoring. These trained mentors will serve as trainers of the next generation of mentors needed. In addition, there will be an online component of the mentoring program that will sustain ongoing mentorship activity and dialogue.

The criteria for providers of mentor training will ensure that ongoing training of mentors continues to meet high standards.

D. REPLICABILITY

The activities undertaken in this project are designed to be replicable by institutions of higher education and school districts within the state as well as by other states seeking a well-defined path from the adoption of standards through the redesign of preparation programs to the establishment of strong induction support that will encourage new teachers to become career educators.

New Jersey is one of fifteen State Action for Education Leadership Project (SAELP) states and, therefore, is already networking and collaborating with other states on policies to strengthen educational leaders and focus their mission on instructional improvement. There is a natural tie-in to issues of teacher quality enhancement and the policies and practices that will align teacher quality enhancement efforts with those designed to strengthen school leaders.

New Jersey will also promote replicability of successful strategies and outcomes by publishing reports, by making information and resources available online through NJPEP and by presenting at state and national summits and conferences.

III. QUALITY OF RESOURCES

A. Support Available to the Project

There is a new and strong commitment to standards-based quality education from the Governor, the Commissioner, the Assistant Commissioner, and the New Jersey Department of Education as a whole. Personnel from the DOE, Commission on Higher Education, higher education institutions, and district personnel will continue to serve as an internal planning advisory group. In addition, the development of this grant has brought together a team of the Licensing Office and Standards Office staff that will continue to be a vital team throughout the grant project within the department. The Licensing Office will oversee key aspects of the program reform including the alternate route reforms under the leadership of the Director of Licensing, Joan Brady, who has important experience in the area of standards-based reform in her national role in ISLLC. Within her office, professional staff with oversight of the overall induction program and the alternate route program will play a key role in implementation of this part of our project. The Office of Academic and Professional Standards under the directorship of Jay Doolan will have responsibility for standard setting activities. A manager and the unit's two professional staff will deal with policy and initiatives related to professional standards in conjunction with the PTSB and Student Standards Staff within the office. (The new mentor training coordinator will also be part of this office.) This will ensure a strong relationship between the alignment of teacher standards and standards for students and thus achievement for students. In addition, a new unit with a manager, a full-time teacher quality grant project manager, two professional staff and a secretary are being created to oversee the new college program approval process. The Office of Standards also houses the online professional development unit (NJPEP). This unit will provide key online support for all these projects, most

specifically mentoring. The Department is also developing a research office in the Division of Standards and Assessment. This office will provide the needed support for research and evaluation activities.

B. Budget Costs Are Reasonable and Justified in Relation to the Project Design

The funding request is lean, and enables support for the Department of Education, school districts, and higher education institutions. The funding request in this proposal for standards development and alignment for teacher preparation and for mentor teacher training programs sets in motion and provides a needed boost for the critical steps needed to systematically upgrade teacher educator's program. The alignment subgrants to higher education institutions provide opportunity and incentive for faculty members to align their courses to meet program and teacher standards. The Partnership Alignment grants for higher education and P-12 schools enables real-world testing and demonstration "laboratory" for the development and research of teacher standards with student standards. The work with INTASC in the development of alternate route standards will ensure programs that are based on national model is reflecting best practice and research.

C. Commitment of Resources

New Jersey's investment in efforts that will enhance quality teaching began six years ago with the adoption of the Core Curriculum Content Standards and has continued with the adoption of required professional development for teachers, now entering its third year of implementation. In December 2001, the Office of Licensing published a discussion paper regarding proposed changes as part of the comprehensive review of the licensing code. The New Jersey Professional Teaching Standards Board is developing a recommendation for teaching standards that will be proposed to the State Board of Education in the Fall.

Two offices within the Department of Education under the direction of the Division of Educational Programs and Assessment, The Office of Academic and Professional Standards and the Office of Licensing and Credentials, are working closely to craft the policies and regulations that will transform preparation and induction for teachers and institutionalize those changes in the licensing regulations that will go before the State Board of Education later this year. The salaries of directors and managers (including a new manager of Higher Education Services) in those offices as well as staff time (nearly \$200,000 in salaries alone) represent a considerable investment in the success of New Jersey's project design to enhance teacher quality. The state will provide further in-kind support (\$34,500) through NJPEP, New Jersey's technology-based professional education resource, a virtual academy. A full description of in-kind contributions is provided in the budget narrative.

New Jersey will provide sub-grants to institutions of higher education and alternate route providers to align their programs with adopted standards and to strengthen the linkages between preparation and clinical practice. Colleges and school districts who partner in these grant opportunities will be required to provide in-kind matches for managerial and administrative support from their operations budgets to ensure the successful completion of project activities.

The New Jersey Legislature has appropriated \$6.4M to fund mentoring of all provisional teachers. This funding covers mentor stipends and some training and release time.

A planning team participated in the development of this grant application and will continue to serve as an ongoing internal advisory group to the implementation of the project. Those participants are listed in Appendix C

IV. MANAGEMENT PLAN

Please refer to the **Workplan** for more detail regarding the activities, responsibilities, timelines, milestones, and measurable outcomes within the comprehensive management plan outlined below.

A. How Management Plan Achieves Project Goals

Administrative Structure

The grant will be administered through New Jersey Department of Education staff with advisement and oversight by a state level Teacher Quality Consortium. The consortium will be comprised of major parties of this reform effort including members of the P-12 community, higher education institutions, the Governor's office, education associations, the business community, and other relevant stakeholders. Several new positions within the Division of Educational Programs and Assessment are being established to assure that the goals of this project will succeed. A Higher Education Services manager, professional and support staff are being hired with state funds for the teacher preparation reforms in the area of program approval and accountability. A grant manager will be hired through grant funds. The Professional Standards Unit will have responsibility for the standards development for the alternate route. The current coordinator of alternate route programs will be responsible for all other alternate route reform activities of this grant. A mentoring coordinator and a part-time support staff position will be hired to develop needed mentor training programs.

Project Personnel

Jay Doolan will serve as Project Director and will be responsible for ensuring that all objectives of the programs are met during the length of the grant. Mr. Doolan, Director of the Office of Academic and Professional Standards, will be responsible for ensuring that the

Commissioner of Education is informed of all project activities. Mr. Doolan will serve as a member of the Teacher Quality Consortium. Lois Smith will serve as the Higher Education Services Manager and will be responsible for ensuring that all objectives are met during the three years of the grant. Her office will be located in the Office of Academic and Professional Standards. Ms. Smith will work collaboratively with the Teacher Quality Consortium, higher education institutions, and related parties that are relevant to the teacher preparation process. She will be accountable for all aspects of the redesign of the teacher preparation programs, the standards review process, and research-based activities that will guide and promote the teacher preparation program. Ms. Smith will oversee the hiring of additional staff to assist with the standards-based review and approval system. She will also serve as a member of the Teacher Quality Consortium. Both the project director and manager will work collaboratively to ensure that the goals, objectives, and outcome are realized within this grant process.

Eileen Aviss-Spedding, Manager of Professional Standards and her staff will be responsible for the standard setting activities in conjunction with the PTSB. These activities will be coordinated with licensing and higher education services within the department activities.

Betty Sue Zellner, the current coordinator of the alternate route program, will continue to be responsible for other activities involved with the alternate route program. The Alternate Route Office is within the Office of Licensure and Credentials under the direction of Joan Brady. Ms. Zellner's responsibilities will include a strong working relationship and collaboration with the Teacher Quality Consortium, the state INTASC team, the research consultant, training centers, and all related parties.

A mentoring coordinator will be hired to ensure that the quality of new teachers and their retention in schools will be accomplished. The mentoring coordinator along with an additional

part-time support person will be housed in the Professional Standards Unit of the Office of Academic and Professional Standards. The mentoring coordinator will develop training modules, training programs for mentors, and will serve as a resource and support to districts statewide to assure the provision of high quality mentor training.

External Consultants

In order to evaluate each of the three standards of the proposed activities within this grant, four evaluators will be hired. Each strand will have their individual evaluator and an overall project evaluator will oversee the entire project. Evaluators will assist with benchmarks, ensure alignment of standards, provide necessary evaluative data, create surveys and questionnaires, and provide annual reports.

Subgrant Programs

Three to six subgrants will be issued related to partnerships of higher education institutions and schools (such as PDS partnerships) in order to obtain best practice examples of alignment of teacher and student standards. In order to align the teacher preparation programs to adopted standards, each of the higher education institutions will receive a subgrant of an average of \$150,000 to be distributed over two years to the higher education institutions. The subgrants will ensure that standards alignment occurs in the P-3, elementary, middle and high school teacher preparation programs and are impacted within the system.

Five subgrants will be awarded in Years Two and Three for preparation of P-16 partnership alignment designs for the alternate route program. The redesign of preparation for alternate route teachers will be directed towards the pre-service education component of the program.

Subgrants will follow the basic following procedure:

- Staff members will formulate requests for proposals. Guidelines will require a rationale of purpose, identification for use of funds, comprehensive plan for implementation, and an evaluation process.
- Requests for proposals will be sent to all eligible higher education institutions.
- Department staff will be selected to evaluate and recommend proposals for funding.
- Consistent with department grant approval procedures, grants will be awarded accordingly.
- Honoring of subgrants and project implementation will be reported to the Teacher Quality Consortium by department staff.

Online Professional Development and Collaboration

NJPEP, New Jersey Professional Education Port, is a virtual academy which has been established to enable teachers to access professional development activities online. The Virtual Academy is located as an office within the New Jersey Department of Education. The academy's mission is to support professional development to help teachers and the entire educational community implement New Jersey's standards-based reform initiative and statewide assessment process by posting online an array of activities and opportunities. New Jersey educators are able to take specially developed online courses and may obtain Professional Development hours through NJPEP programs. NJPEP will maintain all surveys and data collection for the alternate route program, and will work collaboratively with the analyst consultants to secure needed evaluative research for the program. NJPEP will develop and maintain the database for the mentoring training programs. In addition, a "how to training manual" will be published on the NJPEP website.

B. ADEQUACY OF PROCEDURES TO PROVIDE FEEDBACK.

Coordinated partnerships are a major component of the management plan for this project. Partnerships involving key players of the educational system will provide project staff with pertinent feedback regarding program progress. In order to successfully meet the three major goals stated within this grant, ongoing collaboration and dialogue involving all major parties included in the grant process is imperative.

Teacher Preparation Accountability

A Teacher Quality Consortium will be developed and comprised of key stakeholders who will oversee the implementation of the activities stated in this proposal. Representation from the P-12 community, higher education institutions, the legislature, the governor's office, educational associations, business organizations, and department staff will provide needed input and oversight for the success of this project. This state level consortium will act as the key advisory body for the implementation of the grant through regular meetings and focus forums. The consortium will also act as a main body that will provide oversight and input for all three major areas---teacher preparation, alternate route and mentoring.

Policy reforms outlined in the proposal will be institutionalized through promulgation of regulations. The New Jersey State Board of Education will move to adopt regulations through their comprehensive review process of licensure code which is scheduled for adoption in 2002-03. Teaching standards based on INTASC standards and program approval standards based on NCATE will be codified in regulations as part of the comprehensive code review process.

Alternate Route Accountability

The Department of Education will work closely with districts as new models for alternate route programs are drafted. District partners will be vital in the research phase of model

development. New Jersey plans to work collaboratively with INTASC to align New Jersey's alternate route programs with nationally researched and piloted standards to ensure that alternate route teachers gain the knowledge and skills needed to be effective. A hired consultant will conduct research regarding the alternate route teacher preparation process. Surveys and data information will be posted on the DOE website for review and input by stakeholders. Based on the results of the research, an RFP will be created to pilot a pre-service training component in the alternate route.

Mentoring Accountability

The Professional Teaching Standards Board and the Department of Education will provide guidance and opportunities to dialogue with district planning committees to ensure that mentor training plans incorporate best practice and coordination of effort at the state and local level. The hiring of a mentor training coordinator to develop criteria for effective mentor training, conduct training programs, and provide technical assistance to districts will help to provide effective guidance and support for all novice teachers.

Assessment Results and Report Cards

State report cards and state assessment results will be disseminated on a yearly basis to provide staff, higher education institutions, the public, and other key stakeholders with accurate data on all programs. This information will be helpful in detecting strengths and weaknesses of the various programs. Based on the results of the reports, institutions and staff will utilize this information to improve and guide the programs. A project evaluator will conduct evaluations of the project at regular intervals to ensure that the benchmarks of the three major goals are met. A data and analysis consultant will assist with the design of questionnaires and surveys. Analysis

of the data regarding the three strands of teacher preparation, mentoring and alternate route will be delineated where needed.

An annual report will be provided in the first quarter of Years Two and Three, and a final report will include recommendations for next steps to further teacher quality and enhance student achievement.

D. Qualifications of Key Personnel

The qualifications of key personnel responsible for grant implementation are provided in Appendix C and are also discussed in Section A of the Management Plan.

V. STATUTORY PROVISION

A strong commitment to improved teaching skills predicated on solid academic preparation and enlightened pedagogical methodology must find fulfillment in a systemic reality. Two of the statutory provision/competitive preferences—initiatives to reform state teacher licensure and certification requirements, and reforms to hold higher education institutions accountable—provide the vehicle for this reality. Additionally, though not an area of focus in the proposal, the state has strong expectations that high teacher turnover will be reduced when dependable support systems are introduced into teacher preparation and mentoring programs.

Reform of Teacher Licensure and Professional Preparation Program

New Jersey's comprehensive review of licensing code is currently entering its second phase—presentation to the State Board of Education for consideration, discussion and final adoption of new and revised licensing regulations that will guide the state toward school improvement. For the past five years of phase one, the state has gathered significant input from focus groups representing practitioners from all areas of licensing. The important discussions

that have occurred will inform changes in licensure and drive school improvement through better preparation of teachers.

The New Jersey State Board of Education has determined the standards that identify what public school students should know and be able to demonstrate when their 13-year public education is completed. The alignment of licensing and professional development with the Core Curriculum Content Standards and other aspects of the reform is necessary to ensure that all educators are prepared to provide the quality instruction and support needed to facilitate public school students' attainment of the standards. However, there are changes needed that will support the holistic approach to a standards-based system:

- Although standards have been developed for what children should know, New Jersey is one of only a few states that have not adopted standards for teachers. Adoption of state standards for novice teachers and adoption of state standards that guide teacher preparation programs are fundamental to a standards-based licensure system. The Professional Teaching Standards Board will develop teaching standards that are compatible with the New Jersey Core Curriculum Content Standards.
- For each content standard area, the instructional certificates that authorize the holder to teach the topics included in the standards will be identified and aligned with the content standards.
- New Jersey requires a liberal arts or science major of all certified teachers with few exceptions. However, regulations currently in effect allow individuals who are not fully prepared to meet the instructional needs of students in areas of shortage such as special education, bilingual and English as a Second Language (ESL) to be assigned a classroom. The state will consider amending emergency certificates by requiring a minimum level of

preparation and a limited period of time for completion of requirements of standard

certification. Candidates with no preparation will no longer be issued emergency certificates.

- The fulfillment of the state's commitment to high quality educational programs for all students depends to a large extent on a sound system for delivery of instruction by well-prepared certified educators. To achieve this goal, the state will ensure that educators benefit from a consistent, coherent and rigorous program of studies delivered by approved providers, both in the traditional and alternate route programs. Those programs that demonstrate successful outcomes through increased student achievement will endure.
- Teacher preparation programs, both traditional and alternate route, will be periodically evaluated for standards inclusion and program effectiveness. This will be accomplished by using NCATE program standards for traditional college-based programs. Alternate route programs will be similarly evaluated by either using a model based on the INTASC standards as an outcome of participation in a collaborative effort led by INTASC, or by some other model such as PRAXIS III.

By October 2001, all states were required to submit reports to the United States Department of Education under Title II of the Higher Education Act on the quality of teacher preparation. Schools of education had to report to their states the pass rates of their graduates on state certification assessments and other program data. The state reports are accessible on the Internet. Information regarding state certification for traditional and alternate preparation programs, the number of teachers on emergency permits, teacher standards and their alignment with student standards, and criteria for identifying low-performing schools of education are available for public use. The wide dissemination of this kind of information is welcomed as an

additional incentive for improving the quality of teacher preparation and support programs, and as a valuable source of information.

Budget Narrative: YEAR ONE - Requested Federal Funds

1. Personnel

Grant Coordinator A grants project specialist will be hired as assistant to the manager of this grant, Lois Smith, the manager of the Higher Education Services unit in the Office of Academic and Professional Standards. The grants coordinator position is grade 30; \$66,268.

Teacher Preparation We are requesting one position to support the activities outlined in the proposal, that of program specialist (grade 24; \$50,124). Higher Education Services is in the Office of Academic and Professional Standards.

Alternate Route There are no additional personnel requests for this strand.

Mentoring Because standards for mentoring training and their inclusion in LEA professional development plans is so critical to the quality of new teachers and to their retention in the schools, we include a new position, Mentoring Coordinator (grade 30; \$66,268), and an upgrade from a part-time secretarial position to a full-time position (\$35,355).

2. Fringe Benefits

\$42,204.

3. Travel

Grant Coordinators As requested by the U.S. Department of Education funds for travel to Washington D.C. for a three-day meeting is requested. Richard Ten Eyck, Jay Doolan, Joan

Brady and the coordinator of each of the three strands of this project will attend. At an estimated \$500 per person, we request \$3000.

Teacher Preparation A total of \$12,500 is requested, of which \$10,000 is for support of NCATE partnership travel in order that comprehensive and fair reviewing of programs in higher education institutions can take place. The statewide teacher preparation advisory committee will require instate travel (mileage and tolls: \$2,500).

Alternate Route The statewide alternate route advisory committee will require instate travel (mileage and tolls: \$2,500).

Mentoring The statewide mentoring advisory committee will require instate travel (mileage and tolls: \$2,500).

4. Equipment

Teacher Preparation, Alternate Route and Mentoring Three laptops with modems and one lightweight LCD projector (to be shared among the staff) will be made available on an as-needed basis for presentations, at an estimated single Year One cost of \$6,600 plus \$2,500, or a total of \$9,100. Three new staff members will require a purchase of desktop computers, at a cost of $4 \times \$1,500 = \$6,000$.

The total equipment request is \$18,100.

5. Supplies

Teacher Preparation, Alternate Route and Mentoring We are estimating \$7,500 to support the most basic of office supplies.

In order to inform principals about minimum standards for training of mentors, and of criteria for mentor training providers, principals will be trained on the new requirements (M Objective 3). There are currently about 220,000 principals in New Jersey. To support the regional technical assistance and the materials and follow-up online of this large number of people, the cost is estimated to be \$100,000.

6. Contractual

Teacher Preparation The initial research with regard to alignment of teacher preparation and new teaching practice, will be accomplished by a consultant (\$20,000) (RTP Objective 3). In order to align the teacher preparation programs to adopted standards (RTP Objective 1), each of the higher education institutions will receive a subgrant of \$100,000. This is to be distributed by the higher education institutions' departments of education such that standards alignment occurs in the P-3, elementary, middle and high school teacher preparation programs are impacted (total cost of \$2,100,000).

Alternate Route There will be two alternate route consultant fees. The INTASC team (\$40,000 per year) will lead the development of a process for state approval of alternate route preparation (AR Objective 4). The other is to research the current state of the alternate route in New Jersey and elsewhere (AR Objective 1; \$20,000).

Mentoring In order to inform mentors about minimum standards for training of mentors, and of criteria for mentor training providers, mentor teachers will be trained on the new requirements (M Objective 3). There are currently about 7,000 mentors. Therefore, the cost will

be $7,000 \times \$150 \times [1 \text{ day (hands-on)} + \frac{1}{2} \text{ day online follow-up}] = \$1,575,000$ toward the end of Year One (M Objective 3).

Evaluation Team In order to evaluate each of the three strands of the proposed activities separately, but to ensure alignment of standards, related code and best practices, a team of evaluators will be oversee the project. Each strand will have an evaluator at \$30,000/year, for a total of $3 \times \$30,000 = \$90,000$; and the overall project evaluator at an additional \$40,000. The total cost for evaluation: \$130,000.

8. Other

Teacher Preparation There will be three annual Governor's Summit Conferences. The first, a two-day conference, will be include the governor and other major speakers, and will provide information sessions and focused roundtable discussions - at a conference center in central New Jersey. The cost is estimated to be \$60,000 (RTP Objective 1).

Mentoring The training on the new mentoring standards which must be included in the local professional plans will be given in small regional settings, for maximal understanding to members of local professional development teams. The cost for renting of facilities all over the state, travel, and refreshments is estimated at \$15,000 M Objective 1

Technology Support: Professional Development and Collaboration for Teacher Preparation, Alternate Route and Mentoring Registration will be online, for professional development, do that the teachers may earn professional development hours, where applicable, and will, sfter the day-long hands-on training, continue the training online. The distance learning software enables collection of fees electronically and securely, should that become necessary

later, in the years following the grant. It also provides “virtual” space for alignment, best practice, aligned curricula, and module sharing, discussion boards and collaboration. Maintained and contracted by NJPEP, at \$45,000.

NJDOE Institutional Support: Teacher Preparation, Alternate Route and Mentoring NJ Department of Education, per year; a) technology infrastructure charge, \$1,914 b) telephone for the new hires, \$6,000; and c) grants management and administration, \$14,000.

Budget Narrative: YEAR ONE - In-Kind Contribution

1. Personnel

Grant Coordinators Under the direction of the Commissioner, Dr. William Librera, the principal investigator is Dr. Richard C. Ten Eyck, Assistant Commissioner for the Division of Educational Programs and Assessment. He will devote 10% (\$12,000) to overseeing and ensuring coordination of the strands of the grant. The Project Director is Jay Doolan, Director of the Office of Academic and Professional Standards, in the Division of Educational Programs and Assessment, who has been spearheading the standards alignment and revision movement in New Jersey for the past several years will devote 10% (\$11,000) of his time to the management of these activities to ensure goals are met.

Teacher Preparation In order to give greater importance to Teacher Preparation Program standards and review, the New Jersey Department of Education has recently upgraded the staff position for Higher Education Services, from a program specialist (grade 28) to that of manager (grade 32) in the Office of Academic and Professional Standards. This manager, Lois Smith, will devote 50% of her time to the activities outlined in this proposal (\$40,000). The acting

director of this Office, Jay Doolan, will continue with 5% of his time for direct supervision of this strand of the project.

Alternate Route The current coordinator, Betty Sue Zellner, of the alternate route program will be responsible for the activities in this proposal. Her grade 28 salary is \$68,000. The alternate route program is in the Office of Licensing and Credentials. As mentioned above, the acting director of this Office, Joan Brady, will devote 10% of her time (equivalent to \$10,000) to the supervision of the project and to ensure that this strand of the proposal is integrated with the two other strands. Ms. Zellner will be supported by a secretarial position currently in the office ($50\% \times \$34,000 = \$17,000$). Eileen Aviss-Spedding, will devote 10% of her time (equivalent to \$5,000) to the supervision of the project and new coordinator.

Mentoring The mentoring program is in the Office of Academic and Professional Standards, under the management of the Professional Development Standards unit. The manager of this Office, Eileen Aviss-Spedding, will devote 10% of her time (equivalent to \$5,000) to the supervision of the project and new coordinator.

Technology Support: Professional Development and Collaboration for Teacher

Preparation, Alternate Route and Mentoring NJPEP is under the management of Lavinia Kumar, who will continue to devote 5% of her time to ensuring that contracted software, and surveys and reporting support for research is timely.

2. Fringe Benefits

\$58,938

6. Contractual (Support)

Teacher Preparation The survey and data collection work of the research consultant will be facilitated by NJPEP. The results will be uploaded as both Word and HTML documents. Estimated NJPEP analyst time is 10% respectively, or \$10,000.

Alternate Route The survey and data collection work of the research consultant will be facilitated by NJPEP. The results will be uploaded as both Word and HTML documents. Estimated NJPEP analyst time is 10% respectively, or \$10,000.

Mentoring Mentor training providers will be required to register each year for review and rating of their program. The registration fee will be \$200/year/provider. We anticipate only 100 providers registering in Year One, for an income of \$20,000. The database of providers and the rating criteria will be developed and maintained by NJPEP, on database server space, utilizing 10% of the web developer's time, at \$10,000.

Budget Narrative: YEAR TWO - Requested Federal Funds

1. Personnel

Grant Coordinator The grants project specialist will continue to manage the grant; at grade 30; \$72,000 + 5%.

Teacher Preparation The continuation of the grant and higher education service support activities outlined in the proposal, that of program specialist (grade 24; \$40,000+ 5%).

Alternate Route There were no additional personnel requests for this strand.

Mentoring The Mentoring Coordinator (grade 30; \$72,000+ 5%), and the upgraded support secretarial position (\$33,355 + 5%) will continue.

2. Fringe Benefits

\$39,784

3. Travel

Grant Coordinators As requested by the U.S. Department of Education funds for travel to Washington D.C. for a three-day meeting is requested. Richard Ten Eyck, Jay Doolan, Joan Brady and the coordinator of each of the three strands of this project will attend. At an estimated \$500 per person, we request \$3000.

Teacher Preparation The statewide teacher preparation advisory committee will require instate travel (mileage and tolls: \$5,000) for, first, advice and consent and then b) oversight of the standards-based review process.

Alternate Route The statewide alternate route advisory committee will require instate travel (mileage and tolls: \$3,000).

Mentoring The statewide mentor advisory committee will require instate travel (mileage and tolls: \$3,000).

4. Equipment

Teacher Preparation, Alternate Route and Mentoring No new equipment needed.

5. Supplies

Teacher Preparation, Alternate Route and Mentoring We are estimating \$8,000 to support the most basic of office supplies.

In order to inform mentors about minimum standards for training of mentors, and of criteria for mentor training providers, mentor teachers will be trained in regional groups on the new requirements (M Objective 3). To support the regional technical assistance travel and the materials, the cost is estimated to be \$10,000.

6. Contractual

Teacher Preparation Five P-16 Partnership Alignment grants will be issued to partnerships of higher education institutions and schools (such as PDS partners), for a total cost of \$1,000,000, in order that best practice examples of alignment of teacher and student standards may be demonstrated in the real-life laboratory of the school. To continue and complete alignment of the teacher preparation programs to adopted standards (RTP Objective 1), each of the higher education institutions will receive a continuation subgrant of \$50,000, again to be distributed by the higher education institutions' departments of education such that standards alignment occurs in the P-3, elementary, middle and high school teacher preparation programs are impacted (total cost of \$1,050,000).

Alternate Route Five Alternate Route Pilot grants of \$200,000 each will be issued to providers of alternate route teacher training, for a total cost of \$1,000,000, in order that methods of implementation of clinical training, before the alternate route teacher becomes a provisional teacher, may be demonstrated (AR Objective ??). The INTASC team (\$40,000) will examine the match between national standards for alternate route preparation and the providers (AR Objective 4).

Mentoring It is estimated that there will be about 1,000 new mentors. In order to inform mentors about minimum standards for training, and of criteria for mentor training providers, these new mentor teachers will be trained on the new requirements (M Objective 3). Therefore, the cost will be $1,000 \times \$150 \times [1 \text{ day (hands-on)} + \frac{1}{2} \text{ day online follow-up}] = \$225,000$ (M Objective 3).

Evaluation Team In order to evaluate each of the three strands of the proposed activities separately, but to ensure alignment of standards, related code and best practices, a team of

evaluators will be oversee the project. Each strand will have an evaluator at \$30,000/year, for a total of $3 \times \$30,000 = \$90,000$; and the overall project evaluator at an additional \$40,000. The total cost for evaluation: \$130,000.

8. Other

Teacher Preparation The second annual Governor's Summit Conference. This conference will enable the P-16 Partnership Alignment and Alternate Route Pilot grantees to demonstrate their new aligned courses or model classroom training, as well as the related research. The cost is estimated to be \$60,000 (RTP Objective 1).

Technology Support: Professional Development and Collaboration for Teacher Preparation, Alternate Route and Mentoring Annual upgrade and maintenance fee for the distance learning space contracted by NJPEP, at \$9,000.

NJDOE Institutional Support: Teacher Preparation, Alternate Route and Mentoring NJ Department of Education, per year; a) technology infrastructure charge, \$1,914 b) telephone for the new hires, \$4,500; and c) grants management and administration, \$14,000.

Budget Narrative: YEAR TWO - In-Kind Contribution

1. Personnel

Grant Coordinators, Teacher Preparation, Alternate Route, Mentoring and Technology Support All personnel mentioned in Year One will continue in Year Two: Dr. Richard C. Ten Eyck, Assistant Commissioner for the Division of Educational Programs and Assessment will continue oversight, at 10% (\$12,000 +5%). Jay Doolan, Director of the Office of Academic and Professional Standards, will continue as project director, at 10% time (\$11,000 +5%). Joan Brady, Acting Director of the Office of Licensing and Credentials, at 10% time (\$11,000 +5%) to direct the alternate route program. The manager of Higher Education

Services, Lois Smith, will continue to devote 50% of her time to the proposal activities. The alternate route coordinator, Betty Sue Zellner, will continue, as will her secretarial support. Mentoring will be under the direct supervision of the manager, Eileen Aviss-Spedding (10%; \$8,500). Lavinia Kumar, will continue to devote 5% of her time to ensuring that contracted software, necessary surveys and reporting support, and the shared development of alignment scenarios and/or college courses and mentoring training is facilitated.

2. Fringe Benefits

\$61,885

6. Contractual (Support)

Technology Support for Teacher Preparation, Alternate Route and Mentoring The shared development of newly aligned courses by IHE, alignment of teacher and student standards by the Alignment Partnerships, and the pre-service clinical modifications will be facilitated by NJPEP. Training on the online distance learning software will be provided as necessary in person, via videoconferencing, or hands-on at the new NJDOE regional training centers. Estimated NJPEP analyst time is 20% respectively, or \$20,000, professional development staff, 3 x 10% = 30% x \$70,000 = \$21,000. NJPEP will continue to provide technical support for the database of providers, utilizing 5% of the web developer's time, at \$5,000. It is anticipated that discussion boards and FAQs will be developed as a result of the presentations at the Governor's Summit, which will need further NJPEP support.

Budget Narrative: YEAR THREE - Requested Federal Funds

1. Personnel

Grant Coordinator The grants project specialist will continue to manage the grant; at grade 30; \$72,000 + 5% and more.

Teacher Preparation The continuation of the grant and higher education service support activities outlined in the proposal, that of program specialist (grade 24; \$40,000+ 5%.and more).

Alternate Route There were no additional personnel requests for this strand.

Mentoring The Mentoring Coordinator (grade 30; \$72,000+ 5% and more.) and the upgraded support secretarial position (\$33,355 + 5% and more.) will continue.

2. Fringe Benefits

\$41,768

3. Travel

Grant Coordinators As requested by the U.S. Department of Education funds for travel to Washington D.C. for a three-day meeting is requested. Richard Ten Eyck, Jay Doolan, Joan Brady and the coordinator of each of the three strands of this project will attend. At an estimated \$600 per person, we request \$3600.

Teacher Preparation The statewide teacher preparation advisory committee will require instate travel (mileage and tolls: \$4,000) for, first, advice and consent and then b) oversight of the standards-based review process.

Alternate Route The statewide alternate route advisory committee will require instate travel (mileage and tolls: \$4,000).

Mentoring The statewide mentor advisory committee will require instate travel (mileage and tolls: \$4,000).

4. Equipment

Teacher Preparation, Alternate Route and Mentoring No new equipment needed.

5. Supplies

Teacher Preparation, Alternate Route and Mentoring We are estimating \$8,500 to support the most basic of office supplies.

6. Contractual

Teacher Preparation Five P-16 Partnership Alignment grants will continue to higher education institutions and school partnerships (such as PDSs), for a total cost of \$1,000,000, in order that best practice examples of alignment of teacher and student standards may be demonstrated in the real-life laboratory of the school.

Alternate Route Five Alternate Route Pilot grants of \$200,000 will continue to providers of alternate route teacher training, for a total cost of \$1,000,000, in order that methods of implementation of classroom training before the alternate route teacher becomes a provisional teacher may be demonstrated (AR Objective 3). The INTASC team will receive \$40,000 to develop a training process for those evaluating alternate route programs (AR Objective 4).

Mentoring It is estimated that there will be about 500 new mentors. In order to inform mentors about minimum standards for training, and of criteria for mentor training providers, these new mentor teachers will be trained on the new requirements (M Objective 3). Therefore, the cost will be $1,000 \times \$150 \times [1 \text{ day (hands-on)} + \frac{1}{2} \text{ day online follow-up}] = \$112,500$ (M Objective 3). Module development and administration (M Objective 3) will be directed and maintained by NJPEP, for an estimated cost of \$50,000.

Evaluation Team In order to evaluate each of the three strands of the proposed activities separately, but to ensure alignment of standards, related code and best practices, a team of evaluators will be oversee the project. Each strand will have an evaluator at \$30,000/year, for a total of $3 \times \$30,000 = \$90,000$; and the overall project evaluator at an additional \$40,000. The total cost for evaluation: \$130,000.

8. Other

Teacher Preparation The third annual Governor's Summit Conference. The P-16 Partnership Alignment and Alternate Route Pilot grantees to demonstrate their new aligned courses or model classroom training, as well as the research. Plans for annual conferences will be made. The cost is estimated to be \$60,000 (RTP Objective 1).

Online Professional Development and Collaboration for Teacher Preparation, Alternate Route and Mentoring Annual maintenance fee for the distance learning space contracted by NJPEP, at \$10,000.

NJDOE Institutional Support: Teacher Preparation, Alternate Route and Mentoring NJ Department of Education, per year; a) technology infrastructure charge, \$1,914 b) telephone for the new hires, \$6,000; and c) grants management and administration, \$14,000.

Budget Narrative: YEAR THREE - In-Kind Contribution

1. Personnel

Grant Coordinators, Teacher Preparation, Alternate Route, Mentoring and Technology Support All personnel mentioned in Year One will continue in Year Two: Dr. Richard C. Ten Eyck, Assistant Commissioner for the Division of Educational Programs and Assessment will continue oversight, at 10% (\$12,000 +5%). Jay Doolan, Director of the Office of Academic and Professional Standards, will continue as project director, at 10% time (\$11,000 +5%). Joan Brady, Acting Director of the Office of Licensing and Credentials, at 10% time (\$11,000 +5%) to direct the alternate route program. The manager of Higher Education

Services, Lois Smith, will continue to devote 50% of her time to the proposal activities. The alternate route coordinator, Betty Sue Zellner, will continue, as will her secretarial support. Mentoring will be under the direct supervision of the manager, Eileen Aviss-Spedding (10%; \$8,500). Lavinia Kumar, will continue to devote 5% of her time to ensuring that contracted software, necessary surveys and reporting support, and the shared development of alignment scenarios and/or college courses and mentoring training is facilitated.

2. Fringe Benefits

\$64,979

6. Contractual (Support)

Technology Support for Teacher Preparation, Alternate Route and Mentoring The shared development of newly aligned courses by IHE, alignment of teacher and student standards by the Alignment Partnerships, and the pre-service clinical modifications will be facilitated by NJPEP. Training on the online distance learning software will be provided as necessary in person, via videoconferencing, or hands-on at the new NJDOE regional training centers. Estimated NJPEP analyst time is 20% respectively, or \$20,000, professional development staff, 3 x 10% = 30% x \$70,000 = \$21,000. NJPEP will continue to provide technical support for the database of providers, utilizing 5% of the web developer's time, at \$5,000. It is anticipated that discussion boards and FAQs will be developed as a result of the presentations at the Governor's Summit, which will need further NJPEP support.

APPENDIX A

TEACHER QUALITY ENHANCEMENT GRANT WORK PLAN

PROJECT GOAL: The goal of New Jersey's Teacher Quality Enhancement program is to increase student achievement by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent and aligned with state and national standards.

Reform of Teacher Prep (RTP) Goal: To raise the quality of teacher preparation in New Jersey's institutions of higher education and, thereby, increase student achievement.

RTP Objective 1: To redesign the state system guiding teacher preparation programs in higher education institutions to improve quality and ensure accountability for results.

Activity	Benchmark	Timeline	Responsible Parties
Adoption of teaching standards	Published in the <i>New Jersey Register</i>	Year 1, Q1 and 2	NJ State Board of Education and NJDOE
Adoption of teacher preparation program standards	Published in the <i>New Jersey Register</i>	Year 1, Q1 and 2	NJ State Board of Education and NJDOE
Alignment of programs to adopted standards	Site visits and data reports	Year 2, Q3 and 4	NJDOE and Teacher Prep IHEs

RTP Objective 1 Outcome: By June 2005, New Jersey will have completed a major reform of the state system regulating teacher preparation by adopting standards and by facilitating the redesign of 100 % of teacher preparation programs to align with adopted teaching, teacher preparation and core curriculum content standards.

RTP Objective 1 Measure: Publication of adopted code in the *New Jersey Register* and assessment report by Higher Education evaluation consultant.

RTP Objective 2: NJDOE will institute a rigorous and comprehensive standards-based state review and approval process for teacher education programs that incorporates but does not mandate national accreditation.

Activity	Benchmark	Timeline	Responsible Parties
Establish national accreditation partnerships	State BOE approval of partnerships	Year 1, Q2	NJDOE, stakeholder consortia, NJ State BOE
Develop comprehensive review system and a related advisory council	Committee recommendations and reports	Year 2, Q3	NJDOE; stakeholder consortia; IHEs P-12 practitioners
Reconfigure review schedule	Master Review Schedule developed	Year 2, Q4	NJDOE Higher Education Services with IHEs

RTP Objective 2 Outcome: By June 2005, New Jersey will have instituted a rigorous, comprehensive, standards-based review and approval system for teacher preparation programs that incorporates but does not mandate national accreditation.

RTP Objective 2 Measure: One hundred percent (100%) of teacher education IHEs will have identified their review option and secured their place on the review cycle schedule.

RTP Objective 3: To promote research-based innovation in teacher education and, thereby, increase student achievement.

Activity	Benchmark	Timeline	Responsible Parties
Research preparation and practice alignment	Published report of research findings	Year 1, Q1 – Year 2, Q3	NJDOE, IHEs, LEAs, new teacher focus groups
Issue RFP inviting IHEs to design and implement innovative alignment between collegiate preparation and novice teacher experience	Selection of 3-6 recipient IHEs; regular progress reports	Year 1, Q4 to Year 3, Q4	NJDOE, IHEs, LEAs

RTP Objective 3 Outcome: By June 2005, three to six New Jersey teacher education institutions and their PDS partners will have created replicable models with strong linkages between preparation and practice.

RTP Objective 3 Measure: Regular innovation grant activity reports, published evaluation results and presentations at Governor’s Education Summit.

RTP Objective 4: To ensure continuous progress in achieving high quality in higher education teacher preparation programs by promoting ongoing involvement among stakeholders through structured opportunities for dialogue relevant to reform issues.

Activity	Benchmark	Timeline	Responsible Parties
Create annual Gov's Summit on Teacher Quality	Published conference report	Year 1, 2 and 3, Q3	NJDOE; Office of the Governor
Maintain electronic communication network	Website links available at NJPEP	Year 1, Q1 through Year 3, Q4	NJPEP; NJDOE
Conduct stakeholder advisory group mtgs.	Meeting agendas and minutes	Year 1, Q1 through Year 3, Q4	NJDOE; TQE Advisory Group

RTP Objective 4 Outcome: By June 2005, New Jersey will have created structured opportunities for ongoing dialogue and collaborative work among stakeholders to enhance teacher quality.

RTP Objective 4 Measure: Governor's Summits; schedule of Advisory Group meetings; log of electronic activity at the web site.

Alternate Route (AR) Goal: To strengthen and expand the alternate route program through standards based reform and the creation of innovative pre-service training, which will prepare alternate route teachers to enhance student achievement particularly in high-need schools.

AR Objective 1: To participate in the development of national standards for alternate route

preparation through participation in INTASC.

Activity	Benchmark	Timeline	Responsible Parties
Develop process for state approval of AR programs using INTASC standards	INTASC-led meetings to design program approval process	Year 1, Q 4	State INTASC team; AR coordinator
Examine match between standards and program	Draft standards for AR preparation available	Year 2, Q 4	State INTASC team; AR coordinator
Develop evaluator training	Training protocols for AR evaluators	Year 3, Q 4	State INTASC team; AR coordinator

AR Objective 1 Outcome: New Jersey will be ready to propose adoption of alternate route program review standards.

AR Objective 1 Measure: Proposed Alternate Route program standards submitted to State Board of Education for approval.

AR Objective 2: Research current state of alternate route programs and outcomes

Activity	Benchmark	Timeline	Responsible Parties
Research regional training	Surveys for regional	Year 1, Q 2	Research Consultant;

center and consortia effectiveness	center staff, students and LEAs		NJDOE
Activity	Benchmark	Timeline	Responsible Parties
Survey and data capture to support research and dissemination	Surveys and results posted to NJDOE website	Year 1, Q 2	NJPEP; Consultant
Data analysis	Published research	Year 1, Q 3	NJDOE; consultant

AR Objective 2 Outcome: Results of research will be used to create an RFP to pilot a pre-service training component in the alternate route.

AR Objective 2 Measure: An RFP will be available to AR providers in Spring 2003.

AR Objective 3: To develop alternate route option with pre-service component.

Activity	Benchmark	Timeline	Responsible Parties
Issue RFP to redesign	Published RFP	Year 1, Q 3	AR Coordinator

preparation to include pre-service education			
Award grants (up to 5 awards @ \$200,000/yr for two years)	Published list of awardees	Year 2, Q 1	AR Coordinator
Evaluate pilot projects with NJ Alt. Route/INTASC team	Published Evaluation Report	Year 2, Q 1 through Year 3, Q 4	Research and Evaluation consultant; INTASC team; AR coordinator

AR Objective 3 Outcome: New Jersey's alternate route program will pilot replicable models of standards based pre-service training in pedagogy and classroom management.

AR Objective 3 Measure: 25% of alternate route candidates will have pre-service teacher training prior to entering the classroom.

Mentoring Support (MS) Goal: To increase the likelihood of teacher retention by providing systemic induction-level mentoring support from trained mentors.

MS Objective 1: To ensure high quality mentor training statewide by providing a coordinator to oversee the work of establishing mentor training and induction support

Activity	Benchmark	Timeline	Responsible Parties

Establish Mentor Training Coordinator position at NJDOE	Mentor Training Coordinator hired	Year 1, Q 1	Office of Academic and Professional Standards
Provide half time clerical support	Half-time secretary hired	Year 1 Q 1	Office of Academic and Professional Standards
Disseminate research-based best practices	Regional trainings scheduled	Year 1, Q 2 - ongoing	Mentor Training Coordinator

MS Objective 1 Outcome: The NJDOE will serve as resource and support for LEAs statewide in the provision of high quality mentor training.

MS Objective 1 Measure: 100% participation (LEAs, county supts., providers) in regional training sessions on mentor training best practices.

MS Objective 2: To ensure that LEAs have mentoring plans aligned with best practices

Activity	Benchmark	Timeline	Responsible Parties
Conduct regional training to guide plan development	100% LEA participation	Year 1, Q 3 – ongoing as needed	Mentor Training Coordinator
Handbook to support plan development	Published handbook available in districts	Year 1, Q 3	Mentor Training Coordinator

Training materials on DOE web site	Web site posting of training materials	Year 1, Q 3 and ongoing	Mentor Training Coordinator; NJPEP
Develop mentoring plan approval matrix	Matrix available for use in training	Year 1, Q 3	Mentor Training Coord.; Advisory Committee
Conduct training on use of matrix for county superintendents	100% of plans reviewed using approval matrix	Year 1, Q 4	Mentor Training Coord.; County superintendents

MS Objective 2 Outcome: 100% of LEAs will plan for and use research-based induction programs

MS Objective 2 Measure: 100% of district mentoring plans will be reviewed and approved according to the guidelines established by the plan approval matrix

MS Objective 3: Establish minimum criteria for all LEAs and mentor training providers

Activity	Benchmark	Timeline	Responsible Parties
Develop minimum criteria for effective mentor training	Criteria published and available for training	Year 1, Q 3	Mentor Training Coord; TQE Advisory Board; Prof. Teaching Stds. Bd.
Develop training modules for mentor training providers	Training modules published and available online	Year 1, Q 2 and 3	Mentor Training Coord; NJPEP

Conduct training for mentor training providers	Providers incorporate training criteria	Year 1, Q 4	Mentor Training Coordinator
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MS Objective 3 Outcome: Mentor training will align with standards-based reform efforts and research on best practices.

MS Objective 3 Measure: Minimum criteria for mentor training will incorporate use of Core Curriculum Content Standards and will be aligned with adopted teaching standards.

MS Objective 4: Identify and approve mentor training providers

Activity	Benchmark	Timeline	Responsible Parties
Develop criteria and process for provider approval	Criteria published and available online	Year 3, Q 1	Mentor Training Coordinator; TQE Advisory Group
Activity	Benchmark	Timeline	Responsible Parties
Provide orientation and evaluation for providers	Annual report published	Year 3, Q 2	Mentor Training Coordinator; TQE Advisory Group

MS Objective 4 Outcome: Mentor training providers will utilize and model a core of best

practice methods to ensure that each mentor training program provides essential knowledge and skills for effective mentoring.

MS Objective 4 Measure: Criteria will be based on effective best practice research.

MS Objective 5: Provide funding for mentor training

Activity	Benchmark	Timeline	Responsible Parties
LEAs will certify the number of mentor teachers annually	100% of LEAs will report	Year 1, Q 1 – ongoing	Mentor Training Coordinator; Chief School Administrators
DOE reimbursement per mentor teacher	For 2002-2003 amount projected is 6,500 x \$150	Annually in December	Mentor Training Coordinator; Office of Licensing

MS Objective 5 Outcome: By June 2005, New Jersey will have built a cadre of qualified mentor teachers in every district to provide effective guidance to all novice teachers.

MS Objective 5 Measure: Every district will apply 100% of training funds to mentor teacher training.

APPENDIX B: EVALUATION PLAN

On the face of it, this proposal appears to be three strands: higher education, local education agencies, and providers of mentoring and alternate route training. However, the overall vision of the proposal involves a visionary coordinated statewide systemic and integrated change to a) a standards-based teacher preparation program with built-in review periods, b) standards-based mentoring training with criteria for providers, and c) the development of standards for alternate route teachers and requirements for providers. The result we expect is a significant rise in teacher quality in New Jersey, and thus a subsequent rise student achievement.

The evaluator for this project should have national stature and experience and/or exposure in all of the above areas, with an understanding of the opportunities, the processes, and the constraints of the systems. Involved evaluation of the project is essential to the progress of the project. For this reason we are considering an evaluation team with an active interest in the project and its results. The overall project evaluator will be drawn from a higher education institution or from an education policy analysis organization. This person will have teacher preparation program experience, and familiarity with the related standards and requirements for program review, as well as some experiences with the P-12 system. He/she will assemble the evaluations of the three strands of the project and will provide leadership and guidance to the evaluation team for the three year period.

Evaluators for each strand will be specialists in the areas. The Teacher Preparation strand will be evaluated by a professional with experience of higher education teacher education programs; the mentoring training strand will be evaluated by a person who is knowledgeable of the research and standards; and the alternate route strand evaluator will be an expert on aspects of teacher training and standards for teacher preparation

The evaluators will work in concert with the coordinators for each strand. Reporting intervals and expectation will be agree upon. In general, shorter reports will be expected in the 1st and 3rd quarters of each year, a longer report in the 2nd quarter, and a final report in the 4th quarter. Since evaluation team members may be from anywhere in the United States, internet or videoconference support for ongoing conversations and interaction will be provided NJPEP.

Measures to Determine Success

Evaluation of Teacher Preparation Standards It is the goal that all 21 of the IHE teacher preparation programs will be aligned or will be in the process of alignment with program standards by the end of the grant period. 100% of institutions are expected to replace Boyer topics with courses to support students achieving the NJ Core Curriculum Content standards. In Year One, after the kick-off Governor's Teacher Quality Summit, evaluation will involve making sure that the national accreditation partnerships and new code for standards of preparation programs and teacher standards are in progress or in place. The IHE faculty members on each New Jersey campus involved program alignment will be required to share the newly aligned course and will be surveyed with regard to ease of process, research utilized, and its alignment with other components in the program. Research on alignment will be completed, and RFPs issued to partnerships of higher education institutions and schools (PDSs). We expect the evaluator to lend guidance to the research and reporting requirements in the RFPs. The recipients of the grants will be required to file quarterly reports during the two year grant period to the coordinator who will in turn share them with the evaluation. These will be equivalent to formative evaluations for the evaluator. Years Two and Three will see the development of teacher standard and student standard alignment scenarios or models: the regular reporting will ensure replicable templates and models. The presentation of the alignment

models and the related research will be highlighted at the Governor's Summits and published. The standards, review cycle, and the models which will be replicated and expanded, will ensure the sustainability of this strand of the project.

Alternate Route During Year One, research is fundamental, and data will be collected on the alternate route models and training programs currently in use in New Jersey, as well as the attention paid to integration of the Core Curriculum Content Standards and higher order thinking assessments. Providers will be surveyed on the instructional personnel qualifications, the curricula, and the types of assignments given the alternate route teachers, the time on each component, the timing of the component, and how grade specific it is. In particular they will be asked about the inclusion of (how much of, and what type) of classroom experience in advance of the new teacher entering a school as a provisional teacher. The evaluator will guide, with the coordinator and research consultant, development of survey and research instruments, and will consult during analysis and reporting of results. LEAs will also be surveyed with regard to readiness and retention of alternate route teachers, correlated to grade level and alternate route provider model. The grants in Years Two and Three are to promote the inclusion of classroom experiences prior to the alternate route teacher entering a provisional teaching position. We shall examine the impact of the new training, and plan to assess teacher preparation with a performance assessment such as PRAXIS III. The data will include teachers trained by traditional and alternate route and will lend itself to analyses of teacher preparation methods on teaching performance.

Mentoring Standards The initial research results and establishment of minimum criteria necessary for the training of mentors will be guided by the evaluator and coordinator. This strand of the proposal requires research (often at intervals) of its impact at many levels of the

mentoring system: the professional development committees, the providers, the mentor teachers, the principals and the novice teachers. At the end of Year One a survey will be given to the Local Professional Development Committees (LPDCs) to ascertain impact on the redesign of the mentoring training plan section of the required LEA professional development plans and to provide formative data for additional training in Years Two and Three. The LPDCs and county superintendents will be surveyed at the end of Years Two and Three with regard to the use of the mentoring plan as a professional development tool. After the mixed hands-on and online training of the teacher mentors as to the minimum criteria they are to expect from providers, the mentors and principals will be surveyed with regard to impact of standards-based hands-on and follow-up online training, and its support in developing mentors to guide novice teachers. Questions will center on content and its application, as well as on the process of mentor training. In Year Two, the providers of training will be surveyed with regard to their understanding of the required mentoring training criteria and also of the new review and rating system. The LEAs will be surveyed with regard to the usability of the new rating system of providers for training, for its translation into the mentoring process, and for its impact on novice teachers. A base-line of this data will be obtained early in Year One. LEAs will also be asked about the availability of mentoring providers which meet all of the criteria that any given LPDC needed for professional development of the mentors, such as which of the mentoring standards were available to them and were in fact provided by the Mentoring Providers. Surveying with regard to the impact of the new criterion-based mentor training on the novice teachers will occur in the second half of Year Two and in Year Three: principals and novice teachers will be surveyed.

APPENDIX C

New Jersey Department of Education Teacher Quality Resource Committee

Richard C. Ten Eyck has spent more than four decades in education. Before joining the New Jersey State Department of Education, he served as superintendent of schools in Little Egg Harbor, a position he held since 1993.

From 1983 to 1989, he served as assistant superintendent of schools for the Sussex-Wantage Regional School District. From 1986 to 1989, he was administrative assistant to the superintendent at the Wallkill Valley Regional High School. He taught German and social studies, and served as foreign languages supervisor at the High Point Regional High School from 1968 to 1983. He was a Fulbright Exchange teacher in Germany from 1967 to 1968. He began his career in education teaching at Saint Joseph's High School in Metuchen.

Jay Doolan is currently the director of the Office of Academic and Professional Standards. He has extensive administrative experience in managing high profile programs in the areas of curriculum development, special programs and services, urban education, and bilingual and ESL education. Currently, he is responsible for overseeing the implementation of New Jersey's Core Curriculum Content Standards in all of the state's public schools. This entails policy and planning, the development of administrative code, and the management of a sizable staff that provides technical assistance and training to the state's schools. It also involves collaboration with all of the state's educational organizations and agencies, as well as all of the content area groups. He also coordinates the development and implementation of professional standards for teachers and administrators. Prior to assuming his current position in 1997, Mr. Doolan was the director of the Office of Direct Services where he was responsible for the administration of New

Jersey's School for the Deaf, eleven regional day schools, the New Jersey School of the Arts, the Office of Criminal History and other projects. Mr. Doolan was also a director in the department's Division of Urban Education, where he worked directly with the state's largest urban districts to facilitate reform and systemic change.

From 1988 to 1991, Mr. Doolan worked in the department's Division of Bilingual and Compensatory Education. He was the director of the Office of Bilingual Education, where he was responsible for the implementation of bilingual and ESL programs for the state's growing limited English proficient population. He is currently completing his doctorate in educational administration at Rutgers University.

Joan Brady is the Director of the Office of Licensure and Credentials, and has responsibility for providing direction for the office responsible for issuing licenses that qualify individuals to seek employment as teaching staff members in the public schools of the State of New Jersey. Ms. Brady has a Masters in Administration from the University of Notre Dame and more than fifteen years of experience in K-12 education as a teacher and school administrator. During her tenure at the department she has been responsible for coordinating and implementing requirements for the training and licensure of school principals, school business administrators and superintendents.

Ms. Brady has served as the department's representative to Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers (CCSSO), and as chair or co-chair of various task forces for the State Action for Education Leadership Consortium (SAELP).

Eileen Aviss-Spedding is the Manager of Professional Standards in the Office of Academic and Professional Standards. She heads a unit with responsibility for policy development and initiatives in the area of educator standards and professional development. In this role, she works

closely with both the Professional Teaching Standards Board and the State Action for Education Leadership Consortium, the two state bodies with responsibility for advising the department on key reforms in the area of professional standards and issues. Ms. Aviss-Spedding has worked for the Department of Education for thirteen years in a variety of capacities including professional development, teacher education program approval, communications, and as special assistant to the deputy commissioner.

Lois Smith is currently Coordinator of College Programs and will manage coordination of the teacher quality grant in the Higher Education Services Unit. She has provided services to the colleges on behalf of the New Jersey Department of Education, including program approval, since 1998. Her three-decade career is broad-based. She has served as a teacher and administrator at all levels of education from preschool through graduate school, and at the local, state, national, and international levels. Her career includes experience in reform and accreditation. As assistant director of Field Service for the Association for Supervision and Curriculum Development (ASCD), she was a director of the National Consortium on Restructuring the Teaching Profession. While employed as professor and director in private and public colleges, she chaired an education department, and directed field services and graduate studies in professional education. She chaired a collegiate accreditation process, and for several years served as professional education specialist on Pennsylvania Accreditation Cadre, responsible for reviewing nearly 90 institutions offering teacher preparation. She is an experienced reviewer for both NCATE and TEAC national accreditation, and serves as state consultant for national accreditation at all of New Jersey's institutions that hold or seek national accreditation.

Joe Hatrak is a manager in the Office of Academic and Professional Standards where he is

responsible for coordinating the implementation of the Core Curriculum Content Standards. Mr. Hatrak has served in numerous leadership roles. He is certified as a business education teacher, a certified public manager, and a school business administrator.

Lavinia A. Kumar is manager and creator of NJPEP (New Jersey Professional Education Port). The web site is designed to support educators and the community in the understanding and implementation of the NJ standards and assessments. NJPEP is recognized as being responsive in a timely fashion to needs and requests of the DOE and educators and parents across New Jersey. Dr. Kumar has been involved with adult professional development for the past 18 years. She has worked with teachers, principals, superintendents, medical students and residents, and college, medical and dental faculty. She has taught the sciences to students from kindergarten through high school and college. She has been involved with the integration of technology in learning for 14 years, beginning with videodisc media in college biology classes. She has been working with Internet integration for the past eight years, and with distance learning for the past four years, beginning with designing a three-credit graduate course “Integrating the Internet into Your Curriculum,” in a partnership with Fairleigh Dickinson University and the Bergen County Educational Technology Training Center (Bergen ETTC), where she was director. Dr. Kumar has directed or written parts of several grants and has published papers such as “Incorporation of Remedial Skills into Introductory Biology” and “Does Learning Improve With Videodisc Tutorials?”

Jeanne Oswald is Deputy Executive Director & Director of Commission Affairs and government Relations in the Commission on Higher Education. Responsibilities include organization of the Commission and its staff, development of plans to accomplish the work of the Commission, and implementation of various Commission responsibilities. Dr. Oswald also

served as interim executive director from December 1998 to May 1999. Her primary responsibilities currently include: policy development and long-range planning; public relations and communications; implementation of new initiatives; promulgation of regulations; state and federal governmental relations; liaison to the preschool to grade 12 community; administration of teacher education grants; report preparation; coordination and planning for Commission meetings and events; and acting for the executive director in his absence.

Dr. Ada Beth Cutler is Dean of the College of Education and Human Services at Montclair State University. Prior to her recent appointment as Dean, she served on the faculty of the Department of Curriculum and Teaching and as the Director of the New Jersey Network for Educational Renewal at Montclair State. Dr. Cutler was an elementary school teacher and principal before pursuing her doctorate in education at Harvard University. While at Harvard, she served as Program Administrator for Teacher Education and worked as a research associate. She has also served as a Senior Research Associate at Education Matters, Inc. and the Consortium for Policy Research in Education. Dr. Cutler has published numerous articles and book chapters on teacher learning, professional development and school-university partnerships.

Sharon Sherman is Professor and Chair of the Department of Elementary and Early Childhood Education at the College of New Jersey. Her responsibilities include taking charge of all aspects of leadership for the department, which houses nearly 1,000 students and 50 professors. Her areas of specialization are, improving teacher quality, teaching with technology, science education, methods of teaching, school reform, and professional development school research. She is principal investigator of the Center for Inquiry and Design-Based Learning in Mathematics, Science & Technology Education grant (U.S. Department of Education) and was co-director of the Mid-Atlantic Laboratory for Student Success Professional Development

School grant (U.S. Department of Education) at The College of New Jersey. She has directed several Goals 200 grants at TCNJ. Before coming to TCNJ in 1995, she was Senior Program Leader for Science Education at Princeton University's Plasma Physics Laboratory.

Dr. Sherman is author of *Science and Science Teaching: Science Is Something You Can Do!* (Houghton Mifflin, 200) and is currently completing *Science and Science Teaching: Methods of Integrating Technology in Schools* (Houghton Mifflin, 2004). Her other publications include *Essential Concepts of Chemistry* (Houghton Mifflin, 1999), *Conceptos Basicos de Quemica* (CECSA, 1999), *Basic Concepts of Chemistry 6th Edition* (Houghton Mifflin, 1996), *Chemistry and Our Changing World 3rd Edition* (Prentice Hall, 1992), and *The Elements of Life* (Prentice Hall, 1989). She had written numerous journal articles and presents regularly at conferences. She has taught middle school science as well as chemistry, biology, and environmental science at the secondary and college levels.

Victoria B. Duff is the mentoring coordinator in the Toms River School District, one of 15 districts to pilot the mentoring regulations in the 2000-2001 school year. In that position, she helped to develop the district's research-based mentoring program with the Local Professional Development Board for all first and second year teachers. As a 25 year veteran teacher in New Jersey schools, Mrs. Duff has served as an executive board member of the association, the chair of it's Professional Development and Evaluation Committees, and has been the vice-president since 1998. Currently she serves as chair of the State Professional Teaching Standards Board and sits on the State Action for Educational Leadership Project executive board, the Core Curriculum Content Advisory Board, and the Northeast Region's NEA New Teacher Project.

Margaret A. Lawlor comes with a career in association and union work at the New Jersey Education Association which spans almost two decades and has taken her into many different

disciplines. She was employed as a high school science teacher before joining the NJEA staff in June 1983 as a member of the Instruction and Training Division.

As a member of that division, she was assigned to work with the Professional Development Environment Education, Human Rights, Instruction, Vocational Education, and Certificate, Evaluation and Tenure committees and the NJEA Affiliated Groups Council. In September 1998, she joined the Government Relations Division as a lobbyist and serves as staff contact to the Certification, Evaluation and Tenure Committee. She also serves as the liaison to the Professional Development Division and monitors the State Board of Education.

Wendi Webster O'Dell has worked as a teacher, school administrator and advocate for children and education for the past 21 years. Her professional experiences span higher education through early childhood education programs and include training and organizational development for both education and medical professionals. Embracing comprehensive partnerships in education as a vital component to quality student achievement and school improvement, Dr. O'Dell helps guide educators, families and supportive communities in developing and maintaining programs that connect research, policy and practice.

Currently, she is the President of Critical Mass Education Consulting Group in NJ, serves as an executive officer on NJ's first Professional Teaching Standards Board, the State Board of Governors for Quality Education NJ, the NJ Consortium for State Action for Educational Leadership Project, NJ 21st Century Advisory Board, NJ Special Education Steering Committee, the Governor's Task Force on Autism, NJ Statewide Assessment Advisory Panel, NJ School Counseling Initiative Advisory Board, NJ Abbott Parent Participation Program Trainer, NJ Student Support Services Advisory Board, NJ School Improvement Facilitator, and NJ Early Care and Education Coalition. She is a contributing writer for multiple NJDOE publications and serves as

a keynote speaker for selected workshops and conferences. She volunteers her skills to the NJ PTA and the National PTA, which is the oldest and largest child advocacy organization in the world.

Lois Terlecki is an Education Program Development Specialist with the Office of Academic and Professional Standards. Her current responsibilities include coordinator for three projects: the Professional Teaching Standards Board, the Professional Development Provider Registration System, and the National Board for Professional Teaching Standards Subsidy Program. She is a member of the Interstate New Teacher Assessment and Support Consortium (INTASC), a national program of the Council of Chief State School Officers. Her tenure with the New Jersey Department of Education also includes eight years of experience with the Office of Licensure and Credentials

Jan Niedermaier is an Education Program Development Specialist in the Office of Academic and Professional Standards. Her work focuses on the development and implementation of policy initiatives relative to professional development for educators and school leaders. She served on the team to develop New Jersey's State Action for Education Leadership Project (SAELP) design for state policy reform and the resulting implementation plan and now works directly with the state's SAELP consortium in the realization of proposed reforms. She also provides assistance to the state's Professional Teaching Standards Board in the development and dissemination of implementation guides and assists the board in data analysis and evaluation of board projects (i.e. county training response surveys and Professional Development Provider surveys). She is a licensed educator with nearly two decades in public education.

Betty Sue Zellner is coordinator of the Provisional Teacher Program and will add coordination of the Alternate Route grant to her responsibilities in the Office of Licensure and Credentials.

She has been with the Department since September 2001, overseeing the functioning of the training unit. Prior to joining the department, she was a teacher and administrator in private schools for 25 years, spending the last nine years as principal of a preschool through eighth grade Quaker school.

Appendix D

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APPENDIX E: LETTER OF SUPPORT

A letter of support follows.